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ABSTRACT

The overall purpose of this evaluative project was to improve the administrative and programmatic aspects of public adult and continuing education programs in Illinois--particularly those funded under public law 91-230 (The Adult Education Act). A second major purpose was to provide a model for future evaluative efforts. Twenty local programs were evaluated, selected on a basis of size, geographic distribution, and balance of public school district and community college sponsorship. (Nine were operated by community colleges.) The general approach adopted was that of collaborative appraisal by local program staff members and by outside persons with demonstrated expertise in adult education. Within the study emphasis was put on (1) self-study by those evaluated, (2) gathering useful data only, (3) putting data into usable form, (4) disseminating the findings to Illinois program directors, (5) helping adult-education personnel develop evaluative skills, and (6) demonstrating the pay off for evaluation. General findings are presented with summary, recommendations, and questionnaire responses under the eight criteria selected for appraisal: (1) Curriculum and Instruction, (2) Intra-Institutional Relationships, (3) Extra-Institutional Relationships, (4) Professionalism, (5) Evaluation and Follow-Up, (6) Physical Facilities, (7) Efficiency and Accountability, and (8) Supporting Services. Programs evaluated are listed in the appendices along with questionnaires and other instruments used. (WL)

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AN ASSESSMENT OF ILLINOIS PROGRAMS IN ADULT BASIC EDUCATION

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Graduate Studies in Adult Education
Department of Secondary and Adult Education
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A special demonstration project conducted under provisions of Section 309 of the Adult Education Act, P.L. 91-230, as amended and funded by the Illinois Office of Education, Adult and Continuing Education Section, the facts and opinions stated in this report are those of the project staff and do not necessarily represent those of the Illinois Office of Education.

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A Student's Viewpoint (As Written)

In having participated an being a part of the learning program its my honest belief that the program has made an improvement beyond recognition in the students. We are once again on the learning cycle. And would like to grasp even more.

The weak point is that there isn't enough money made available to sponsor the proper type learning. We have to make use of the limited information present. But even then a little is better than none at all. But we make the most of what we have.

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This project was truly a cooperative effort. To complete it in a relatively short time required good will and sacrifice on the part of many persons. It is hoped that these efforts will be rewarded through some small improvements in that most worthy enterprise, Adult Basic Education.

Most of those who carried out the project are cited in Appendix A. Important contributions were also made by Suzanne Royer, Keith Lape, Peter Abrams, Robert Maple, and the office for Sponsored Research at Northern Illinois University--and, of course, by the many hundreds of staff members and students who provided information and joined in the self-evaluative process.

Finally, it is our opinion that the Adult Continuing Education Section of the Illinois Office of Education showed a high degree of professionalism in designating that its own performance be evaluated.

Glossary

ABE - Adult Basic Education. Also used here as a general term to include GED Preparation, High School Completion and ESL.

ACE/IOE - The Adult Continuing Education Section of the Illinois Office of Education.

CETA - Comprehensive Employment & Training Act.

ESL - English As A Second Language (Instruction).

Forward Funding - As used here means that a basic level of funds for the continuation of a program should be committed to a program six months to a year in advance of the fiscal year.

GED (Test) - General Educational Development (Test) for a high school equivalency certificate.

LEA - Local Education Agencies.

NIU - Northern Illinois University.

A. SOME MAJOR CONCLUSIONS AND RECOMMENDATIONS

Throughout this assessment a great many strengths have been found in adult education in Illinois. Many of these are discussed in the following report. The primary purpose of this section, however, is to point out those areas that need to be improved.

Funding

- The state needs to increase its appropriations for adult education. In addition, local communities should be encouraged or required to put gradually increasing amounts of monies into direct support of ABE if substantial impact is to be made on the problem of the under-educated. Over reliance on categorical funding precludes effectively meeting the needs.
- Bringing about a system of forward funding to local programs for ABE deserves top priority from the IOE.
- There needs to be a greater effort to equalize funding in community colleges and common schools, without decreasing present support levels.
- The importance of linking ABE with vocational training cannot be overemphasized. Funding for ABE should be adapted to include reimbursement for vocational as well as academic training for students in Federal ABE as well as Public Aid programs.
- Vital support services are not presently funded under Federal ABE guidelines. These services should be provided to all ABE students, not only those in Public Aid programs.

Curriculum and Instruction

- The vast majority of the directors and the members of the instructional staff of local programs are dedicated, resourceful and energetic even

though many work under far from ideal conditions.

- Much of the promotion, instruction, and evaluation in local programs fails to take into account the nature and potential of the adult as learner; and many vestiges of an orientation toward the education of children and youth persist.
- Coping skills, vocational skills, and career-oriented subject matter tend to receive inadequate emphasis.
- The commonly accepted policy of "open-entry" (allowing clients to enroll and begin receiving instruction at any time) probably should be discarded and almost certainly should be modified.

General Education Development Testing

- There is need for improvement and standardization of procedures with regard to administration of the test in order to ensure flexibility and fairness for students and provide knowledge of results quickly to both students and teachers.

Decentralized Programming

- While outreach (or satellite) centers are often very desireable, even necessary to a program, consideration should be given to establishing stringent criteria for the physical conditions and programmatic standards such centers should meet.

Status in the System

- Adult basic education has achieved real gains in respect but it retains something of a second class status in far too many school districts and colleges.
- The full resources of the larger institution are often unavailable to ABE staff and students.

Relations with Other Agencies and the Community

- While there are many useful informal working relationships with community agencies joint planning with other adult education agencies needs to be stepped up and the number of truly functional advisory committees increased.

Staff Development

- There is widespread evidence of the encouragement of continuing professional eduation for administrative and instructional staff, but systems and plans for this and the successful implementation of local pre-service and in-service education programs need much more attention and greater allocation of resources.
- Staff development involving guided practice in instructionally related processes is largely lacking and most needed.

Professionalization of Staff

- A great deal is expected of the director and the instructor, who often have not received appropriate professional preparation for these roles and often work with little or no job security or clear cut career line in the field. Many programs expect part-time instructors to decide what will be taught and how, do recruitment and follow-up of students as well as counseling and record keeping. The part-time instructor can often be said to subsidize much of the program.

Evaluation

- The evaluation of instructor performance tends to be quite informal; it seldom provides for direct feedback to the instructor, and students are insufficiently involved in evaluative processes.

Follow-up

- Despite the need for follow-up as a means of program evaluation and data collection for program justification, the follow-up of graduates and drop-outs tends to be lacking in organization, depth, and scope.

Efficiency and Accountability

- The program activities evaluated appeared to be congruent with most of the major stated program objectives.
- Programs providing GED training and high school credit programs educate adults through a high school completion level at a cost far less than high school programs for youth.
- There is no commonly accepted description of sound program and instructional practice or much in the way of qualitative criteria for determining efficiency--i.e. educational outputs for monies put in.
- Despite encouragement to do more documentation with regard to results, local staff members are apt to find (or perceive) that "the system" seems to engender over-reliance on enrollment, daily attendance, and the GED Certificate as measures of effectiveness. Procedures are needed for monitoring and documenting individual student progress toward specific personal goals. (The factors that make for program "holding power" are not readily identifiable due to the widespread absence of these procedures).

Physical Facilities

- While most programs have adequate to good facilities at a main location, there exist many "outreach" facilities that are deficient in climate, cleanliness, comfort, instructional equipment, support services, and room to expand.

Support Services

- The lack of provision for child care service and transportation hampers student recruitment and the retention of students.
- Few programs provide adequate counseling and job placement services.

The ACE/IOE Section

- The Section fulfills its responsibilities in an above average manner. It serves local programs tactfully and efficiently, interacts effectively with other agencies and focuses clearly on role and goals.
- The Section should seek to better utilize other IOE offices, improve long range planning and data collection procedures, and improve communication with staff of the Illinois Community College Board.
- Greater effort should be made to bring about the implementation of recommendations made in the Task Force report, "Today and Tomorrow in Illinois Adult Education."

B. THE EVALUATION PROJECT

The overall purpose of this evaluative project was to improve the administrative and programmatic aspects of public adult and continuing education in Illinois -- particularly those adult basic education programs funded under Public Law 91-230 (The Adult Education Act). A second major purpose was to provide a model for future evaluative efforts.

In competitive bidding Northern Illinois University (through its Department of Secondary and Adult Education) was selected to appraise twenty local programs in seventeen communities along with the operations of the Adult and Continuing Education Section of the Illinois Office of Education. The term of the project (Project H-025) was from October 16, 1975 to May 31, 1976 with this report to be submitted by March 1, 1976. The Request for Proposal circulated by the Illinois Office of Education identified the twenty local programs to be evaluated, which had been selected on a basis of size, geographic distribution and balance of public school district and community college sponsorship (see Appendix A). Nine of the programs were operated by community colleges.

The general approach adopted in the project was that of collaborative appraisal by local program staff members and by outside persons with demonstrated expertise in adult education in terms of criteria or yardsticks developed by the latter in consultation with the former. This approach was undertaken with the assumptions that the evaluative activities, involving on-site observations by visitation teams should:

> Minimize "program intrusion" by being selective with regard to the amount of criteria used. It should be reasonable in requests made of local staff members.
>
> Inhibit the anxiety of those persons whose activities are under scrutiny by tactfully involving them in data-gathering activities and by stressing the practical character and potential benefits to them of the evaluative undertaking.

Develop information that can be readily utilized by state and local personnel to improve precesses and to facilitate student progress.

For these reasons (rather than on rigorously controlled research), emphasis was to be on:

self-study by those evaluated

gathering useful data only

putting data into usable form

disseminating the findings to Illinois program directors

helping the adult education personnel concerned to develop evaluative skills

demonstrating the payoff from evaluation

Objectives

With the above-mentioned assumptions and convictions in mind, the contracting group proposed to meet the following objectives:

To develop a minimum of three evaluative instruments suitable for future use by local program personnel

To provide a post-project workshop to increase the evaluative commitment and skills of program directors not directly involved in the project

To involve, in each local program evaluation, at least three personnel subgroups in addition to the director or chief administrator (e.g. teachers, students, paraprofessionals)

To provide each local program and the Adult Continuing Education Section of IOE with a summary of the strengths and limitations of the program -- an "Action Alternatives" form

To build in, wherever feasible, data-gathering efforts that will contribute to the answering of questions currently posed by such national bodies as the National Advisory Council on Adult Education

To appraise local programs and ACE/IOE office against eight major criteria

The criteria against which local programs were to be appraised are set forth in another section of this report. They pertain to (1) Curriculum and Instruction (2) Intra-Institutional Relationships (3) Extra-Institutional Relationships (4) Professionalism (5) Evaluation and Follow-Up (6) Physical Facilities (7) Efficiency and Accountability (8) Support Services. (There is none labeled "Administrative" because it was assumed that only a well administered program could meet the other criteria.)

The Adult Education Section of The Illinois Office of Education was to be appraised in terms of (1) leadership for the field (2) quality of consultative and technical support services to local programs (3) tact, impartiality, and communicative skill (4) implementation of guidelines, policies, and procedures specified in ABE legislation.

The instruments utilized in the project were developed by an examination of authoritive writings about adult and continuing education and a pooling of the experience and knowledge of the seven project faculty members from the Department of Secondary and Adult Education at NIU. The latter include several nationally and internationally known adult educators with research, teaching, administrative and consultative experience in almost every kind of adult continuing education. After specific criterion statements were written, they were submitted to the local program directors involved in the project and the ACE/IOE representatives for suggested deletions, additions or modifications.

The program directors involved in the study were convened at the outset of the project in order to help with criteria analysis, to be oriented to project purposes and approach, and to be urged to cooperate in a collaborative and non-threatening effort. Basic program information was also requested at this time, and tentative plans for on-site visitations were made.

Once on-site visitations were scheduled, the local staff filled out the comprehensive Self Assessment Form (Appendix B), which was then utilized by the on-site visitation team as a basis for identifying strengths and concerns.

Each on-site visitation was concluded with an exit interview to share (and get clarification of) tentative findings with local staff members. A written report was then mailed to each local program.

Information was obtained from students by means of on-site group and individual interviews and by means of an appraisal form administered by the visitation teams (Appendix C). Only "middle" and "upper" level students possessed the necessary reading skill to fill out this form and very few were obtained from English As A Second Language students.

Visitation teams varied in size from two to nine persons, depending on local program size. They were a mixture of NIU Project faculty and successful practitioners from programs not under evaluation. An out-of-state consultant joined the team evaluating ACE/IOE and proved to be a most welcome addition.

Non-faculty visitation team members were oriented to their task by means of advanced reading, coaching, and on-the-job experience when time pressures precluded the holding of an anticipated conference for this purpose.

Evaluating the Evaluation

The general approach that was utilized proved to be a useful and workable one. The devisive effects that so often accompany evaluation seem to have been largely avoided. Local program personnel were receptive to the idea of a collaborative effort and cooperated willingly.

The eight major criteria against which programs were appraised proved to be appropriate in nature and number, although too many sub-criteria found their way into the main instrument for staff appraisal of program (Appendix B). Criterion VII, Efficiency and Accountability, proved to be the most difficult to develop specific sub-criteria for, since the state of the ABE art (and the procedures utilized) did not provide sufficient research based data or widely accepted experience upon which to rely.

The early meeting of program directors (for orientation and the providing of input regarding evaluative criteria) proved to be quite helpful in allaying anxiety, enlisting cooperation, and correcting misconceptions on the part of directors and project staff.

The project objectives proved to be attainable and appropriate. Insufficient attention may have been given to securing information about educational outcomes, as opposed to educational processes. However, stressing this area (or clumsily approaching it) might well inhibit the developing of a climate in which the improvement of program processes could be fostered.

The mixing of faculty and local program practitioners proved to be quite helpful. For the visits to Chicago, a practitioner from another huge urban system (necessarily out-of-state) probably should have been included. The performance of the visitation team members from local programs was characterized by perceptiveness, tact, and dedication (despite very modest reimbursement). Many of these persons had to make exceptional efforts to become available on short notice (and often in bad weather).

The productivity of the interviews with local (and IOE) staff members might have been increased by the utilization of interview guides geared to

the evaluative criteria. Other suggestions for improving on-site visitations and exit interviews are as follows:

Have one project leader remain at the home office at all times.

Get data from team members before they leave the visitation site.

Try to avoid scheduling visitations between December 15 and February 15.

Have the team leader present only selected strengths, concerns, and recommendations.

Emphasize that findings were collaboratively determined.

Encourage directors to invite several kinds of persons from among the many possible categories: students, teachers, counselors, aides, top administrators, board members, representatives of other community agencies, etc.

Consider requesting that the local staff respond in writing (after receiving their report) concerning what they can, will and are planning to do with the recommendations.

C. GENERAL FINDINGS

This section is based on an analysis and synthesis of project staff observations, the appraisals of local programs, examination of state and local program documents and other relevant materials, and the trends revealed in the questionnaires for local program staff and students.

The typical respondent to the staff self assessment instrument is a Caucasian female instructor of less than forty years of age. She works "full time" but probably does not have a "regularized" or tenured appointment. She has probably been teaching adults for less than six years. There is about a 50% chance that she will have taken some course work dealing with the principles of adult education, but very little chance that she will possess a Master's degree in adult education.

The student questionnaires were filled out by 1,067 persons. About two thirds were female, ninety per cent of whom were under forty five years of age (30% were under twenty one). Less than half (40%) were Caucasian and about an equal number Black (sixteen per cent were Mexican American or Latin American). Less than forty per cent termed themselves married at the time. Less than a third had jobs. Exactly half of those answering were in GED classes with the remainder divided principally among Basic Education, ESL, and High School Credit. For four out of five persons, the current adult program was the first in which they had enrolled.

These conclusions can be said to represent trends rather than the findings of carefully controlled research. The preponderance of concerns or negative items should not be misinterpreted. It seems inevitable that

evaluators gravitate toward what might be improved and often fail to mention the adequately performed activities present in any functioning system.

Finally, it can be said that the assessments of the project staff were, by and large, congruent with those of the local staff members and students--which perhaps points up the real potential of self evaluation.

Criterion I: Curriculum and Instruction The instructional program shall be constructed according to tested principles for adult education program development. It will be based on clientele needs and interests and have input from subject authorities, staff, community representatives, and students. It will recognize individual differences and learning styles and be in line with state and federal guidelines and standards.

The great majority of the programs evaluated exhibit adequately balanced offerings that are in line with some to most of the stated program objectives. About half of the programs were undertaking some activity which was innovative or at least experimental for the staff members involved. (These include the use of television by Chicago City Colleges, video tapes at Danville, learning laboratories in the Chicago Public Schools, a comprehensive student orientation program at Rockford, and John A. Logan College's extensive program for persons in shelter care homes.) However, evidence of systematic needs assessment is extremely scarce, and such efforts along these lines as there are can be termed random and informal.

Students have little input into curriculum development (Highland Community College excepted) and community representatives not a great deal either--although about half the programs evaluated did report the existence of advisory committees for curriculum development. Indeed it is not unusual for instructional staff to have little or no part in decision making about what will be taught. Conversely, some programs leave this matter almost entirely to the instructor so that generalization is hard to come by. It is perhaps fair to say that few curriculae are developed through a satisfactory balance of input from community, instructional and support staff, students and the Director; and few have mechanisms for gaining feedback and continually modifying curriculum.

Taken as a whole, the programs show a great deal of emphasis on the "3 - Rs" despite the emphasis in ABE legislation and the literature of ABE on the need to provide coping skills (e.g. how to get and keep a job, improve nutrition and health, utilize community resources, and take community action). The overwhelming importance of reading in obtaining the GED Certificate seems to be a major cause of the neglect of coping skills together with the fact that many instructors are probably neither comfortable in this area nor aware of the research which shows its positive effects on retaining students in the program.

Much greater efforts are needed in career and vocationally oriented instruction and counseling. A few programs are doing some successful work along these lines. But it is costly and time-consuming in relation to concrete results--especially during a recession. The overwhelming need cited by directors, perhaps predictably, was for increased funding, and many of them specified that dollars are needed to improve vocational and career oriented activities. (Outstanding exceptions to the prevailing trends in this area are Springfield, Venice, Urbana, and Cairo which provide broad ranging vocational instruction).

In the matter of promotion and recruitment, it is again difficult to generalize. The majority of the directors are dissatisfied with the efforts made (and students often fault the staff here). However, some programs have long lists of clients awaiting entry due to lack of funds or space, so that the improvement of recruiting becomes irrelevant. Many programs rely so heavily on Public Aid as a source of promotion and referral that a sneeze in the latter produces the flu in the former. Word of mouth remains the major means of getting the attention of prospective students. Few programs showed evidence of more than routine

flyers, announcements, and open houses. But then few programs have sufficient staff time and energy to spare for such activities. Black Hawk College is an example of one program that has done an exceptionally good job of promotion and recruitment--utilizing the mass media and "indigenous" paraprofessionals as well as the conventional techriques.

Some promotional materials exhibit an orientation toward "schooling" and learning activities for children and youth--e.g. using words like "class," "teacher," "principal," "school," etc. Indeed this orientation extends as well to organizational climate and instruction in some programs. There are vestiges of terminology, format and procedures that carry over from a schooling orientation. This may be found in the ringing of bells or buzzers, the forbidding of smoking, and the requiring of permission to leave the room. And some instructors exhibit a slightly condescending air of dealing with children. (A lament from a student questionnaire: "We can't smoke on grounds. We can't eat in teachers' cafeteria section. We can't do this, we can't do that, don't they know we are adults?").

Fortunately, no programs are thoroughly imbued with this spirit, and the use of children's materials has almost disappeared. But there is still a great deal of effort needed to insure that promotion, orientation, instruction, and counseling take into account the unique nature and potential of the adult as learner.

In the matter of gaining entrance into programs, the evaluation project staff comes away with grave reservations about the so-called open entry approach. For laudable reasons, this approach gets an entering student into an instructional situation almost immediately after he enters the ABE facility, which he can do at any time during the "term." The constant arrival of new students, who in most cases have not received adequate

orientation, places great burdens on instructors. This is especially true where teacher aides are lacking and where individualized learning lab facilities are absent or underdeveloped. A flexible but controlled system which combines frequent registration opportunities with a comprehensive orientation program is needed. Rockford has developed such a system with consultative help from NIU faculty. Rather than driving away clients it is resulting in a higher retention rate.

Directly relevant to curriculum, instruction, recruitment and retention is the pattern of locations for instruction--or the use of "outreach centers" as opposed to confining instruction to one or two comprehensive, all-purpose facilities. Decentralization through outreach centers has several obvious advantages: increased availability and accessability of instruction to clients, locations in ethnic neighborhoods and communities, avoidance of elementary and secondary schools as locations, and greater visibility of the ABE program in the total area served. However, decentralization as found in the Illinois programs evaluated too often was characterized by (1) harmful logistical and materials supply problems (2) inadequate counseling, testing, and other support services (3) marginal to poor facilities (4) feelings of isolation and low morale on the part of some instructional staff members. Program directors who elect to go the decentralized route should set stringent minimum criteria for establishing outreach centers and under no conditions should they reflexively seek to establish as many centers as possible. The typical ABE student needs a comprehensive support system and a variety of instructional expertise complemented by staff development if he or she is to succeed.

Instruction

The vast majority of the instructional (and supervisory) staff of local programs are dedicated, resourceful, and energetic. They enjoy good rapport with their students and they prefer teaching adults. Almost all are aware that adults require special handling.

We have already discussed some instructional implications of open enrollment and decentralization and the need for improved orientation. Other relevant matters here are the need for more consumable materials and for greater variety in methods (especially in ESL). While most programs claim to utilize an individualized approach, few exhibit the instructional personnel, testing expertise, materials and equipment necessary for successful individualizing. Nor was there a great deal of evidence of effective group instruction. Efforts in this area lacked variety with over reliance on recitation, learning by rote and little use of discussion, role play or other techniques proven successful for motivating adults and building confidence.

At the heart of successful individualizing should lie a well organized system for assisting each learner to establish realistic objectives upon entry and for the successive stages as he proceeds through the program. The learner is then to receive regular feedback as to progress in relation to these objectives. The objectives themselves need periodic examination and (often) adjustment. The evaluation teams observed relatively little evidence of this kind of activity.

Instructors also admitted to doing a relatively inadequate job with audio visual materials--either in not utilizing them or in not having access to them.

Instructors typically receive little supervision regarding class room performance (and not enough encouragement in many cases), nor do they have opportunities to observe master teachers at work. (Few regularly ask students for feedback.) It is thus difficult for them to identify and make needed improvements.

Improved procedures for screening and testing are needed. Few programs make adequate efforts to identify learning disabilities. Some programs are victimized by "referrals" they can not be expected to have success with.

Instructional materials were found to be quite free of ethnic, sexual, cultural, and religious bias. And, as mentioned above, the use of materials designed for children seems to have largely died out.

Very few programs make extensive and effective use of aides and volunteers. Kankakee and John A. Logan College are exceptions.

Few programs seem to be dealing adequately with the needs of the young high school drop out, although "foundation funding" is available until the student is twenty-one years of age. The outstanding exception here is Rockford with its Storefront Center. Urbana also provides a useful program that has been somewhat hampered by its location. Springfield also serves many out of school youth.

GED Testing

There is widespread dissatisfaction with GED Testing procedures on the part of staff and students. Instructors typically have to rely on students for information about results. The reporting of results is often needlessly delayed for long periods of time. Opportunities to take the test vary from "open" (whenever you wish) to every six weeks or more. Some teachers lack understanding of how to interpret the scores. There is

often ignorance or misunderstanding concerning the availability of testing and how to go about signing up for it. Finally, there are reports of testers who show little sympathy with the anxieties or other problems of the ABE student. Outside of this, the testing program works well.

Recommendations

1. Coping skills, vocational skills, and career-oriented subject matter should receive more emphasis and encouragement.
2. The importance of linking ABE with vocational training cannot be over-emphasized. Funding for ABE should include reimbursement for vocational and academic training in Federal ABE as well as Public Aid Programs.
3. Stringent criteria need to be developed for establishing outreach or satellite centers - criteria related to physical facilities and programmatic standards.
4. The commonly accepted policy of "open-entry" (allowing clients to enter at any time) probably should be discarded and almost certainly should be modified and combined with improved student orientation activities.
5. Students should be involved to a greater extent in needs analysis, curriculum development and the providing of feedback for program improvement.
6. More aides and volunteers should be utilized to improve instruction.
7. There is a need for improvement and standardization of procedures with regard to administration of the GED Exam in order to ensure flexibility and fairness for students and provide knowledge of results quickly to both students and teachers.

Local Staff Response to Criterion I*

(393 Respondents)

Curriculum

	YES	NO	UNKNOWN
1. Is there a method of assessing community needs?	58	12	30
2. Are community resources involved in planning the curricular program?	61	17	22

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
3. To what extent is community needs assessment data available?	62 %	NA 5	U 48
4. To what extent does the variety of offerings accurately reflect the needs of the community?	72 %	NA 3	U 28
5. To what extent does the variety of offerings accurately reflect the objectives of the program?	82 %	NA 2	U 16
6. To what extent does the curricular program enhance the cultural growth of the individual?	69 %	NA 3	U 17
7. To what extent does the curricular program enhance the social growth of the individual?	72 %	NA 2	U 15
8. To what extent does the curricular program enhance the economic growth of the individual?	66 %	NA 2	U 22
9. To what extent does the curricular program enhance the academic growth of the individual?	80 %	NA 1	U 9
10. To what extent is the staff actively involved in curriculum development?	76 %	NA 1	U 13

*All values are percentages. For YES/NO/UNKNOWN questions the number represents people who Agreed/Disagreed, or Did Not Know whether something was present or not present. For the EXTENT OF PERCENTAGE/NOT APPLICABLE/UNKNOWN questions, the numbers under NOT APPLICABLE or UNKNOWN represent the people who felt the question was Not Applicable or who did not feel qualified to answer the "To what extent..." question. The number in the first column represents the mean percentage of responses to the "To what extent..." question--pertaining to the relative degree of presence or availability of something. Student opinion was solicited with regards to matters pertaining only to Criteria I, V, VI and VIII.

11.	To what extent is there student input in curriculum development?	43 %	NA 4	U 23
12.	To what extent do the curricular offerings recognize the special physical needs of adults?	65 %	NA 10	U 23
13.	To what extent do the curricular offerings recognize the special social needs of adults?	66 %	NA 2	U 19
14.	To what extent do the curricular offerings recognize the economic needs of adults?	72 %	NA 3	U 17
15.	To what extent is the community involved as a resource in carrying out the curricular program?	55 %	NA 4	U 29
16.	To what extent are any major community education needs being neglected without sufficient reason?	25 %	NA 5	U 54
17.	To what extent do curricular materials encourage and assist students to become independent in their learning?	73 %	NA ---	U 14
18.	To what extent is there a continuing evaluation and feedback system for curriculum improvement?	63 %	NA 1	U 23

Instruction

		YES	NO	UNKNOWN
1.	Is there a materials/learning center accessible to students?	60	31	9
2.	Is there a variety of audio-visual support materials to complement the respective instructional teaching areas?	78	18	4
3.	Are there opportunities to produce teacher-made materials?	91	5	4
4.	Is an orientation program provided for students?	63	24	13

		PERCENTAGE	NOT APPLICABLE	UNKNOWN
5.	To what extent are learning activities designed to develop skills in keeping with program philosophy and objectives?	83%	NA 1	U 13
6.	To what extent are learning activities designed to develop knowledge in keeping with program philosophy and objectives?	83%	NA 1	U 13
7.	To what extent are learning activities designed to develop attitudes in keeping with program philosophy and objectives?	81%	NA 3	U 14

8. To what extent is instruction individualized?..... 79% NA 1 U 5

9. To what extent is there a variety of materials to allow for individualization of instruction?..... 75% NA 2 U 7

10. To what extent are remedial opportunities available?..... 78% NA 4 U 12

11. To what extent is the instructional material free of cultural bias?..... 81% NA 1 U 21

12. To what extent is the instructional material free of ethnic bias?..... 83% NA 2 U 22

13. To what extent is the instructional material free of sexual bias?..... 81% NA 2 U 24

14. To what extent is the instructional material free of racial bias?..... 85% NA 3 U 20

15. To what extent is the instructional material free of religious bias?..... 89% NA 4 U 21

16. To what extent is the materials/learning center staffed by instructional personnel?..... 78% NA 24 U 24

17. To what extent are a variety of audio-visual materials used to complement the respective instructional teaching areas?..... 54 % NA 2 U 11

18. To what extent is there use of teacher-made materials? 62 % NA 1 U 10

19. What percentage of the instructional materials used are consumable?..... 64 % NA 4 U 15

20. What percentage of the instructional materials purchased are individualized?..... 66 % NA 3 U 17

21. To what extent is there a systematic, ongoing evaluation of instructional materials?..... 66 % NA 3 U 26

22. To what extent are criteria used for appropriateness, readability, appeal for adults, etc?..... 75 % NA 4 U 21

23. To what extent is effective use made of instructional media?..... 66 % NA 7 U 22

24. To what extent do teachers receive systematic supervision and suggestions for improvement?..... 56 % NA 4 U 14

25. To what extent is there a psychological climate conducive to friendly, supportive teacher-student relationships?.. 88 % NA --- U 5

26. To what extent do learners receive feedback concerning progress?..... 86 % NA 2 U 8

27. To what extent is there a variety of effective procedures used in helping adults learn?..... 81 % NA 3 U 10

28. To what extent is provision made for helping the learner to learn how to learn?..... 75 % NA 3 U 13

29. To what extent have previous evaluations been used to update programs and/or instruction?..... 68 % NA 5 U 47

30. To what extent is there a focus on learning as well as teaching?..... 80 % NA 1 U 13

31. To what extent are learners helped to set realistic personal objectives?..... 77 % NA 3 U 12

32. What percentage of the program time are paraprofessional and community resource people used to augment the teaching staff?..... 34 % NA 10 U 25

33. What percentage of the teaching day are volunteers, student teachers, and advanced students used to augment the teaching staff?..... 22 % NA 13 U 25

Student Responses Relative to Criterion I

(1067 Respondents)

	Yes	No	Do Not Know
Can you freely use materials and equipment in the building?	73.7%	10.1%	16.1%

	Very Little	Little	Some	Much	Very Much	Does Not Apply	Do Not Know
How much does the program help you understand the society in which you live?	4.0%	4.5%	22.6%	17.2%	36.2%	13.4%	2.1%
How much does the program help you get along and work with other people?	3.0%	4.2%	19.0%	18.0%	44.0%	7.9%	3.9%
How much does the program help you get a job or advance in your present job?	5.5%	5.0%	14.9%	13.4%	29.0%	16.4%	15.7%
How much does the program help you be able to keep on learning?	1.2%	2.3%	10.5%	19.3%	60.7%	2.5%	3.6%
How much do teachers and materials help you work on your own?	1.2%	2.2%	12.4%	21.2%	56.9%	3.3%	2.7%
How much do the books and materials you use show prejudice against certain people (Black Americans, Indians, Mexican Americans, Jews or others) and their beliefs?	37.9%	3.7%	3.4%	2.4%	7.8%	29.5%	15.3%
How much do the books and materials show prejudice against men or women?	34.9%	6.8%	4.0%	2.5%	6.0%	29.9%	15.7%
How much are teachers and materials available for extra help?	4.9%	3.4%	12.2%	19.2%	49.1%	3.9%	7.4%

	Hardly Ever	Occas-ionly	Some-times	Fre-quently	Almost Always	Does Not Apply	Do Not Know
How often is there a happy, friendly feeling between teachers and students?	1.1%	5.1%	7.4%	18.0%	64.7%	.8%	2.9%
How often do teachers use different ways to help students learn?	2.8%	6.5%	9.8%	28.6%	44.4%	2.0%	6.0%

Criterion II: Intra-Institutional Relationships: The adult education program should have autonomy, status, and support comparable to the other education programs of the institution. Its success will depend in part upon its self-interpretation to the policy makers and resource allocators and on the establishment of intra-institutional patterns of accomodation and cooperation.

Most of the senior administrators and board members interviewed by visitation teams possessed knowledge of the ABE program's nature and its special problems and requirements. They expressed support for the program and seemed to regard it as an important function of the institution. And almost all said they were quite satisfied with the leadership provided by the ABE director.

However, evidence abounds of a continuing tendency for ABE to have something of a second class status: (1) the relatively small number of instructors with "regularized" appointments (2) the paucity of local dollars put into the program (3) a lack of authority in hiring and firing on the part of some directors (4) absence of control over budget on the part of some directors (5) widespread feelings on the part of staff that the program gets left-overs, hand-me-downs, and sluggish response to requests for resources.

Directors spend considerable time and energy seeking to interpret the philosophy, and needs and accomplishments of the ABE program to senior administrators and other persons in the institution. For the most part, they do it fairly successfully, largely through informal contacts and without system. Some directors regularly invite key decision makers to such events as graduation, open houses, and career orientation days. In some institutions the ABE program benefits from an organizational structure and a director's "reporting pattern" that lend themselves to

gaining understanding and support for ABE; in others this does not obtain.

By and large, the most effective programs are those in which the director and the program enjoy unequivocal encouragement and support from senior administrators (although a few outstanding directors are succeeding in spite of the absence of these desirable conditions).

One obstacle to the better "selling" of ABE is the lack of clear evidence of the benefits to individuals and society of such education. The need for this evidence is dealt with in another section.

A significant measure of the status of the ABE program in the larger institution is the extent to which the latter's resources are available to ABE staff and students--that is, equipment, services, and facilities that will enhance instruction and recruitment and provide useful supportive mechanisms. While most of the institutions and systems visited technically made such opportunities available, there were not encountered a great many examples of effective use being made of them. A few come to mind: Black Hawk College holds ABE classes in the campus learning center. Kankakee College provides important assistance to ABE through the Bookkeeping and Data Processing units. Most programs can use AV equipment belonging to the larger system.

However, in defense of the school systems and colleges concerned it should be pointed out that ABE staff have often failed to assess possibilities and aggressively request services, equipment and facilities that might be utilized. Part time teachers are especially likely to be unaware of total system resources. Then too, abortive efforts along these lines often result from a lack of careful briefing and preparation--as when "regular" counselors are assigned to ABE students without in service training.

In many institutions it would seem that vocational education facilities could be utilized by ABE students if more effort were put forth to make them available.

Finally, there is considerable staff sentiment at some institutions, especially community colleges, that not all incoming ABE monies and income generated are put into the ABE program. This serious charge can affect morale considerably and deserves further exploration and documentation.

Recommendations

1. Local communities should be encouraged or required to put gradually increasing amounts of monies into direct support of ABE since over-reliance on categorical funding precludes effectively meeting the needs.
2. IOE and the universities should conduct workshops and conferences to assist ABE personnel to better interpret programs to the larger institution and to better utilize the resources of the total system.
3. Local school and college administrators should seek to eliminate any and all vestiges of second class status accompanying ABE.

Local Staff Response to Criterion II

(393 Respondents)

		YES	NO	UNKNOWN
1.	Are there resources within the school for counseling?....	80	13	7
2.	Are there resources within the school for financial aid?	54	28	18
3.	Are there resources within the school for job placement?	54	29	17
4.	Is there a stated philosophy for the total adult education program?.....	79	5	17
5.	Is there evidence that the adult program has comparable status with other programs?.....	68	13	18

		PERCENTAGE	NOT APPLICABLE	UNKNOWN
6.	To what extent are participants in the adult education program able to make use of all resources within the school system such as library, counseling services, health services, etc?.....	72 %	NA 7	U 17
7.	To what extent does the program administration have the support of other school system services such as public relations, proposal writers, A-V production facilities?.....	75 %	NA 4	U 40
8.	To what extent are regular channels of communication with the local school board and school administrators used?	81 %	NA 5	U 43
9.	To what extent are financial aids, counseling and job placement utilized within the school by the adult students?	65 %	NA 10	U 38
10.	To what extent are other sources within the school system used to recruit and refer adults to the adult education program?.....	64 %	NA 3	U 41
11.	To what extent is there movement of students among other programs in the school system such as Vocational Education, CETA, Upward Bound?.....	57 %	NA 10	U 41
12.	To what extent does the school administration allow flexibility and autonomy in the operation of the adult education program?.....	79 %	NA 2	U 26

13. To what extent is the adult program philosophy congruent with the stated philosophy of the school system?..... 87 % NA 4 U 44

14. To what extent is the school administration adequately informed about the philosophy, operation, and goals of the adult program?..... 85 % NA 3 U 36

15. To what extent are the legal guidelines regarding the adult program known by the administration?..... 90 % NA 3 U 46

16. To what extent are these guidelines adhered to by the administration?..... 91 % NA 3 U 51

17. To what extent is the school board informed on the philosophy and goals of the program?..... 83 % NA 4 U 53

18. To what extent does the program receive philosophical support by the school administration?..... 81 % NA 2 U 43

19. To what extent does the program receive philosophical support by the board of education (or comparable group)?..... 76 % NA 4 U 53

20. To what extent is the institution or school system aware of the contributions of the adult program?..... 71 % NA 1 U 43

21. To what extent are appropriate procedures utilized to facilitate cooperation, understanding and support of faculty and administration members in the larger organization?..... 69 % NA 1 U 44

22. To what extent does the program receive adequate financial support?..... 72 % NA 2 U 40

23. To what extent is the adult program allowed to utilize any increased income generated for new or expanding services?..... 58 % NA 4 U 63

Criterion III: Extra-Institutional Relationships Relationships with the larger community and with other adult continuing education agencies shall be such as to promote acceptance of the program, foster reality-based instruction, avoid unnecessary duplication, and augment the resources allotted to the program.

The state plan for ABE stresses the need for local programs to be "planned and developed in conjunction with" (and "in cooperation with") other antipoverty and adult reading instruction programs, manpower and training programs, occupational and career education programs, state and local community school programs and all similar activities.

It is probably true that this kind of cooperative activity is even more important in ABE than in other phases of adult education (e.g. continuing professional education or leisure-hobby courses) due to (1) the relative helplessness and vulnerability of the clientele (who may well be giving education one last try) and (2) the limited funding and resources in relation to the vast number of adults who need basic education.

The "type" of person who becomes an ABE director is seldom one who has no time for cooperating with others or so fiercely competitive that he'll harm the client rather than see another agency serve him. Indeed almost without exception directors are in sympathy with the idea of communicating with other agencies and working with them where feasible. But the effecting of mutually beneficial "planning and development" is always rare among community agencies--probably as a result of the time consuming nature of such activities and the absence of practical structures as much as the existence of rivalries or suspicions.

The ABE programs evaluated exhibit adequate to good communication with other relevant social and educational agencies. Most have informal patterns of communication, largely through the director to a comparable

person in the other agency. Where joint sponsorship exists the partners generally report satisfaction with the arrangement and a desire to continue. (This is perhaps to be expected since typically the ABE program is usually contributing the larger share of resources to the partnership.) The agency most vitally involved in cooperative efforts with ABE programs, Public Aid, testifies to the existance of good working relationships in most communities. However, relationships with CETA are less than satisfactory in many places.

Joint or cooperative planning and development, however, are another matter. The visitation teams encountered relatively little genuine planning between the community college or common school ABE programs and other agencies conducting ABE. Few directors were knowledgeable about other ABE programs (that might be conducted by churches, industry, armed forces, or correctional institutions, for example). There was little or no joint study of needs, sharing of experience, or cooperation in the seeking of resources.

In the matter of advisory committees, one tested means of furthering communication and coordination (if not of joint planning and development), a few are in existence and functioning with some effectiveness. A few others appear to be ineffective or moribund, while the remaining institutions have not established one. However, since research and experience have shown that advisory committees require skillful leadership and a degree of "training" if they are to be productive, there is little reason to prefer the existence of a perfunctory or inactive committee to the total absence of one.

A few random observations can be made regarding specific programs: Black Hawk and Thornton Community Colleges seem to utilize advisory committees effectively. Highland Community College seems to do an exceptional job of interpreting its program to the community. Springfield and Rockford appear to come closer to genuine joint planning efforts than the other programs. Succes-

ful joint sponsorship plays an especially important role in the programs of the Chicago Colleges, Moraine Valley College, Thornton Community College, the Chicago Public Schools, and John A. Logan College. Staff members at Logan and Highland Community College are especially active in community affairs. In most places where GED testing is conducted by the Educational Service Region, communication and planning between the ABE staff and the Region's representative needs considerable improvement.

One benefit that can come from working closely with other agencies in the community is the identifying of resources and resource people who can be brought into instructional situations to provide variety, authenticity and timely information - especially about services available to adults in the community. Taken as a whole the programs evaluated did not seem to be making sufficient use of these kinds of community resources for instructional purposes - although, of course, some programs do considerably more than others.

Recommendations

1. Joint planning with other adult education agencies needs to be stepped up.
2. The use of advisory committees for needs analysis, program interpretation, and long range planning should be encouraged and the chances for success increased through training activities provided by IOE and the universities.
3. Increased use of community resources and resource people for instructional purposes should be encouraged and linked to the fostering of coping skills.
4. Improved dialogue between IOE and State Public Aid officials might be initiated to seek to minimize the undesirable effects of sudden policy or procedural changes on the recruitment of ABE students.

Local Staff Response to Criterion III

(393 Respondents)

	YES	NO	UNKNOWN
1. Are staff members active in community activities?	66	6	28
2. Have the characteristics of the community, its services and its power structure been analyzed?	42	7	51
3. Have attempts been made to cooperate with other adult education agencies in the community?	77	2	21
4. Have attempts been made to cooperate with other agencies providing assistance to adults?	84	----	16
5. Does the program have an advisory committee?	31	27	42

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
6. To what extent is the program actively represented in other adult, community education, or community councils?	64 %	NA 3	U 56
7. To what extent are the staff members encouraged to be active in community activities?	64 %	NA 6	U 33
8. To what extent is the advisory committee functional?	57 %	NA 23	U 47
9. To what extent is the advisory committee representative of various interest and ethnic groups?	67 %	NA 24	U 49
10. To what extent are advisory group members kept informed of needs, successes, and weaknesses of the program?	70 %	NA 23	U 48
11. To what extent are referrals made to other adult education and training programs in the community?	66 %	NA 2	U 40
12. To what extent is there joint planning between the program and other adult education programs in the community?	60 %	NA 4	U 55
13. To what extent is there coordination with other agencies that provide assistance to adults?	75 %	NA 1	U 34
14. To what extent is the program interpreted to the community at large and its resource allocators?	69 %	NA ---	U 47

15. To what extent are referrals made to other community agencies for counseling? ..... 64 % NA 2 U 46

16. To what extent are referrals made to other community agencies for financial assistance?..... 64 % NA 3 U 51

17. To what extent are referrals made to other community agencies for job placement?..... 64 % NA 3 U 45

18. To what extent are referrals made to the adult education program by other community agencies?..... 65 % NA 1 U 44

Criterion IV: Professionalism The staff shall be well qualified in subject matter and in the theory and methods of adult learning and adult education. The staff members shall receive active support in their efforts to contribute to the field and to continue to learn so that they may effectively assist others to learn.

The vast bulk of the ABE personnel (including secretarial-clerical) contacted during the evaluation exhibited quite satisfactory professional attitudes and actions in relationships with each other and with students. Students report that instructors will go the extra mile--"They strive right along with you" as one puts it.

A high percentage of the instructional staff is satisfied that the training and experience of the director qualify him or her for the job. They report being encouraged to experiment, to continue their own education, and to participate in professional associations.

However a great deal is expected of both directors and instructors. Many of the latter work with little or no job security or clear cut career line in the field of adult education. Many programs expect part time instructors to decide what will be taught and how, do recruitment and follow up as well as counseling and record keeping. With a relatively low stipend and absence of fringe benefits, the part time instructor can often be said to subsidize much of the program.

The programs reviewed cover the full spectrum with regard to numbers of full time or "regularized" appointments. Chicago City Colleges relies almost entirely on the part time teacher while the Chicago Public Schools utilize instructors will full-time status exclusively. A balance (as exists at Rockford and Black Hawk College) would seem to be desirable for medium and large programs--or a minimum percentage of full time instructors, established by IOE perhaps, should probably be set as a guideline or requirement for funding.

While most programs encourage staff members in their efforts to be active in professional associations and self development, budgets often do not include sufficient monies to support these activities. Staff development funds are sometimes diverted, for worthy purposes, but this practice should probably be discouraged. About 50% of the staff members reported having taken at least one course dealing with the principles of adult education. About half of these had taken ten or more credit hours.

Some programs reimburse staff for taking graduate courses directly related to the subject matter they teach or to principles and methods for teaching adults. It would seem that, especially in the case of the community colleges, this should become standard practice. Programs where staff have undergone the most in-service and graduate professional training concerning adult education include Thornton, Blackhawk, McHenry County, Moraine Valley Community Colleges along with the Rockford and Hamilton County school districts.

Most of the programs evaluated had some kind of organized in-service training effort, but systems and plans for this need much greater attention and greater allocation of resources. There is also a need for training activities to teach local staff members how to plan, conduct and evaluate in-service education activities that are goal oriented and lead to changed behavior. Far too much of what passes for in-service education consists of "business", routines, and speeches by the director. Pre-service training about the adult learner for all staff is especially sketchy; and it would be hard to identify a greater need in the case of the person new to working with adults--whether in the role of driver, clerk, counselor, instructor, aide or director.

Following is a resume of the pre service experience and the training in adult education reported by teachers and administrators.

Experience and Training of Teachers and Administrators

Sample of Other Experiences and Professional Training (24 administrators):

3 years student services training
6 years Community Service Broadcasting
No assistant director
5 years Insurance Salesman and agency manager
Educational counselor for Department of Public Aid
3 years - TESL teacher
1 year Assistant Regional Director
Principal had taught evening school and experience in Americanization class
Evening adult program teacher - ABE, ESL
5 years teacher of adults - evening school
Masters Degree - Administration and Supervision
Facilitator for Superintendent involving 20 Chicago schools
School Principal - setting up and supervising educational programs
BS Education - EIU
MS Education U of I
Adult Supervision and Education - Fort Collins, Col.
Adult Education Instruction
Community Education workshops
Director - Doctor of Education Degree
Assistant Director - Master of Education Degree
Doctorate of Education in field of General Education
Coordinator for North Region of Illinois Migrant Council
Developed adult programs - ESL, ABE, Pre-vocational job training, job training
2-3 years as adult education teacher

Director-Assistant Director Training in Adult Education:

None: 0
Little (0-10 hrs.): 8
Some (10-20 hrs.): 1
Much (over 20 hours.): 2

Teachers' Training in Adult Education (271 teachers):

a. Percent of full time teachers with Masters in Adult Education: 6%
b. Percent of part time teachers with Masters in Adult Education: 5%
c. Percent of full time teachers with 6 or more hours of graduate instruction in Adult Education: 18%
d. Percent of part time teachers with 6 or more hours of graduate instruction in Adult Education: 21%
e. Percent of full time teachers attending at least one non-credit workshop in past two years: 98%
f. Percent of part time teachers attending at least one non-credit workshop in past two years: 63%

Less than half of the programs evaluated possess adequate collections of materials dealing with principles and methods of adult education. Of those that do have small "professional libraries" available, only two or three show signs of regular use. Circulation of such materials to staff in widely decentralized locations is, of course, especially difficult to maintain.

Recommendations

1. Local programs should have made available consultative and training help in developing and utilizing (a) professional libraries and materials collections (b) a pre service training package concerning such matters as adult learning, the ABE learner, methods and materials for helping adults to learn (c) planning, conducting and evaluating in-service education that changes behavior.
2. ACE/IOE should take a position with regard to the status of part time teachers and a formula for an acceptable mixture of part time versus full time positions. It should not require "non quota" personnel to be "carried" by other staff
3. Local programs should have sliding pay scales for part time staff so that some rewarding of competency, training, service can take place.
4. Monies budgeted for staff development should be used for this purpose (and most programs should increase the amount budgeted).
5. Other staff training needs that are especially apparent include (1) instructionally related processes through guided practice opportunities (2) ESL theory and methods (3) utilizing group instructional techniques, including discussion (4) preparing materials and using AV aids.

Local Staff Response to Criterion IV

(393 Respondents)

	YES	NO	UNKNOWN
1. Is there evidence of experimentation and innovation?	85	6	9
2. Is there a planned in-service program?	76	12	12
3. Is in-service program evaluation based upon a set of written objectives?	38	24	38
4. Is there an individualized, self-designed, professional growth plan for each staff member?	27	36	37

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
5. To what extent are the training, experience and professional activities of the Director of the program appropriate for carrying out the duties?	86 %	NA 2	U 24
6. To what extent has the Director received appropriate authority commensurate with his stated responsibilities?	86 %	NA 2	U 37
7. To what extent has the Director received appropriate resources commensurate with his stated responsibilities?	82 %	NA 2	U 46
8. To what extent is the Director primarily responsible for the improvement of instruction in the school?	81 %	NA 2	U 27
9. To what extent does the Director fulfill the responsibility of improving instruction within the program?	77 %	NA 2	U 20
10. To what extent are staff members encouraged to consider new ways of accomplishing the purposes and objectives of the program?	81 %	NA ---	U 13
11. To what extent are the efforts of staff members in educational experimentation supported?	81 %	NA 1	U 16
12. To what extent is there staff involvement in decisions regarding implementation of innovation or change in the program?	72 %	NA ---	U 17
13. To what extent are in-service or staff development activities carefully planned, offered regularly, and evaluated?	67 %	NA 2	U 16

14.	To what degree is the instructional staff involved in professional organizations?	70 %	NA 1	U 40
15.	To what extent is funding available for staff travel to meetings of professional associations?	69 %	NA 1	U 31
16.	To what extent are staff able to utilize funding for travel to meetings of professional associations?	69 %	NA 2	U 34
17.	To what extent are resources dealing with adult education theory and methods available to staff?	65 %	NA 1	U 25
18.	To what extent are these available resources being used?	59 %	NA 2	U 42
19.	To what extent are staff members encouraged and enabled to continue their education?	76 %	NA 2	U 22
20.	To what extent is in-service training provided for paraprofessionals?	56 %	NA 18	U 44
21.	To what extent is in-service training provided for clerical staff?	47 %	NA 10	U 54
22.	To what extent is the paraprofessional staff responsive to the problems of adult learners?	81 %	NA 18	U 42
23.	To what extent is the clerical staff responsive to the problems of adult learners?	80 %	NA 7	U 33

Criterion V: Evaluation and Follow-Up There should be systematic monitoring and evaluation of program, outcomes, and processes in order to increase effectiveness, demonstrate accountability, and maximize learner success and satisfaction.

No phase of adult education stands in greater need of improvement than evaluation and follow up. Cooperative Extension (and perhaps the armed forces) is probably the only institution with the reputation for really effective evaluative efforts. It is expected, then, that ABE still has far to go with regard to this matter since it tends to be under funded and understaffed with non career people (and since it serves persons who are presumed to be sensitive to criticism and difficult to keep track of).

The program personnel encountered in the evaluation showed a high level of awareness of the importance of evaluation and follow up. They expressed the desire to improve the evaluative effort, usually citing inadequate staff size as the major deterent.

The evaluation of learning tends, of course, to be built into language and computational skill materials and procedures. Learnings in other matters, such as self confidence and coping skills, are harder to measure. (However the spread of competency based approaches holds promise here.) Indeed, a great deal of the appeal of the GED test and justification for emphasizing GED preparation, often at the expense of basic education, lies in the fact that the passing of the GED test is a concrete, quantifiable criterion of effectiveness or accomplishment (however much its real utility may be questioned).

As pointed out under Criterion I, instructors were found to receive relatively little direct feedback from supervisors or from students regarding

their performance. Nor are the opinions and suggestions of instructional staff members regularly solicited with regard to program improvement in most programs.

A few programs are encouraging self evaluation by instructors. This kind of activity will yield benefits to the extent that the supervisor discusses the results with the instructor and then follows through with support and necessary action to assist in the improving of weaknesses. Very little evidence of this kind of sequence was found.

There was also not much evidence of the use of "outside" evaluators although Chicago City Colleges has arranged for University of Chicago graduate students to gather data regarding the characteristics of their ABE clientele. It would seem that other programs could utilize graduate students and interns for this and other purposes related to evaluation and follow up at little or no cost (assuming that the program is relatively close to a university that trains adult education personnel).

When organized program evaluation does take place the instructional staff may not be informed of the results. Conversely, instructors may fail to apprise administrators of the results of the evaluation of learning outcomes. Another failure to utilize evaluative findings occurs when methods and materials are not modified or eliminated when such action appears justified. The ABE personnel contacted in this project tended to fault themselves in this matter.

Follow-up

While there is evidence of considerable short term effort to encourage drop outs to return to class (the bulk of it by instructors), few programs

have made much of an organized follow up of either so-called drop outs or graduates (Kankakee and Logan Colleges and Urbana are exceptions). Admittedly this is especially difficult to do with ABE students.

In the case of graduates, it would be desirable to get data regarding the obtaining or upgrading of employment as well as the continuing of one's education in another program. Knowing whether those who cease coming were satisfied with the program or had accomplished limited objectives can pay dividends in instruction and staff morale--especially since the high rate of student turnover was second only to funding as the major concern of the ABE Directors involved in this project.

The kind of follow-up in which employers are notified of employee progress or attainment can also improve public relations and program image. Apparently few programs provide this service.

There is some follow-up effort generated through close associations with such programs as CETA and Public Aid, when these programs either follow up on their clients or have the effect of requiring ABE staff members to do so.

Recommendations

1. More training opportunities concerning evaluation and follow up should be provided for ABE personnel.
2. Local programs should explore the utilizing of graduate students to assist in activities relating to evaluation and follow up.
3. Increased monies should be allocated to evaluation and follow up.
4. Better use should be made of data now generated in evaluative activities--so as to improve programs and instructional processes.

Local Staff Response to Criterion V

(393 Respondents)

	YES	NO	UNKNOWN
1. Is there a plan for evaluation?	68	10	22
2. Are subjective as well as objective criteria used in the evaluation process?	62	8	30

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
3. To what extent is a plan for evaluation implemented?	71 %	NA 6	U 37
4. To what extent is the evaluation stated in behavioral terms?	64 %	NA 8	U 45
5. To what extent are the results of evaluation disseminated to all personnel involved in the program?	66 %	NA 8	U 41
6. To what extent are specific long and short-term goals and objectives developed in the evaluation activities?	71 %	NA 8	U 42
7. To what extent is data gathered regarding student characteristics?	68 %	NA 5	U 37
8. To what extent is data gathered regarding student achievement and progress?	74 %	NA 4	U 22
9. To what extent is data gathered regarding student attitudes toward the program?	58 %	NA 4	U 34
10. To what extent is data gathered regarding faculty attitudes?	52 %	NA 5	U 40
11. To what extent have program objectives been demonstrated through the performance of its graduates?	69 %	NA 3	U 47
12. To what extent is students' input receiving attention?	71 %	NA 4	U 34
13. To what extent do graduates show upward mobility in their present jobs?	74 %	NA 5	U 65
14. To what extent do graduates go on to new jobs as a direct result of instruction?	57 %	NA 5	U 57
15. To what extent do students enroll subsequently in additional related courses?	55 %	NA 7	U 47

16. To what extent do students recommend the program to members of their immediate family, friends, colleagues, etc? 73 % NA 3 U 26

17. To what extent are graduates of the program involved in community activities? ..... 49 % NA 5 U 71

18. To what extent are graduates pursuing further "informal" learning? ..... 55 % NA 4 U 63

19. To what extent are past achievement and follow-up records utilized? ..... 51 % NA 6 U 53

20. If student appraisal techniques of instructors are used, to what extent are instructors informed of the results? .. 69 % NA 32 U 40

21. To what extent are materials revised or changed as a result of student evaluations? ..... 50 % NA 13 U 45

22. To what extent are materials revised or changed as a result of administrative evaluations? ..... 55 % NA 8 U 48

23. To what extent are administrators aware of the evaluation results of various learning activities? ..... 68 % NA 4 U 50

24. To what extent are employers made aware of their employees who have participated in and completed programs? ..... 69 % NA 5 U 58

25. To what extent is provision made for "outside" evaluation? ..... 52 % NA 6 U 66

26. To what extent are efforts made to re-enroll dropouts? .... 71 % NA 2 U 27

Student Responses Relative to Criterion V

(1067 Respondents)

	Hardly Ever	Occas-ionly	Some-times	Fre-quently	Almost Always	Does Not Apply	Do Not Know
How often are students asked for their ideas about the program? ..	16.1%	13.6%	19.2%	20.4%	14.8%	5.9%	9.9%
How often are you told how well or poorly you are doing in your studies?	8.4%	9.3%	14.9%	25.8%	32.9%	3.9%	4.8%
How often are students helped to set goals that they can reach? ..	5.2%	5.6%	12.8%	25.2%	32.1%	6.7%	12.3%
How often are you asked of your feelings about the program?	21.4%	15.0%	18.2%	17.7%	11.8%	8.1%	7.8%
How often are changes made because of what you say about the program?	23.0%	8.2%	12.3%	10.3%	6.8%	18.7%	20.6%

Criterion VI: Physical Facilities The physical facilities shall be appropriate for adult learning and high morale.

Most programs have adequate to good facilities at one or two main locations. Those that are highly decentralized naturally exhibit a wider variety of physical conditions--ranging from excellent to unacceptable. By and large local program staff members do a good job of minimizing the limitations of the many older buildings that are utilized, so that the on-site observers encountered few locations that had really inadequate climate or atmosphere. Many places have done wonders with a bit of paint and paper imaginatively applied. It is difficult for visitors to make judgements about maintenance, but local staff members were fairly well satisfied with the level of cleanliness and felt that custodial considerations did not adversely affect instruction.

The vast majority of staff and students, then, find the sites generally attractive. Chief complaints include buildings being too hot or cold or noisy and having to go outside to smoke. In most locations where this condition obtained the general reaction was that little could be done about it.

Transportation and parking were less prone to be regarded as satisfactory. Twenty-five per cent of the program locations virtually require the client to use private transportation. Others call for at least a short walk through an unsafe neighborhood from the nearest public transportation. A significant number of students do not regard the adjacent parking areas as adequate or safe. Many multi-story buildings lack elevators so that only the fittest tend to participate. Where ABE programs run busses (about 25% of the programs do)

this service seems to be well conducted, with conscientious drivers and adequate scheduling and maintenance.

Almost all local staff members seemed to be aware of the need to avoid using furniture and equipment designed for children. There were very few instances observed of desks being too small, for example. The tablet arm chair is still too much in use, however, since tables are much to be preferred for ABE instruction.

Other weaknesses in this area were: lack of room to expand at some locations, lack of library facilities at others, and inadequate office space for teachers and counselors at many locations.

Security is a problem at many locations. Really secure storage cabinets might be one answer, but determined thieves can, of course, break into most anything. Merely having a storage cabinet would please a great many instructors, many of whom have no place to put things--especially where facilities are shared with "day" schools.

About one quarter of the staff members filling in the questionnaire felt that their location was lacking in a variety of sizes and kinds of rooms useful for instructional and support purposes. Almost an equal number said there were inadequate facilities for informal getting together. The latter seems to be an especially serious omission for programs that purport to improve the client's self image and social skills.

Optimum facilities for instructional purposes require, in addition to factors already cited above, flexibility--a variety of room sizes (or room dividers) so small groups can be set up, areas for individual study (including learning lab carrels) and a large auditorium where all students and staff can meet together. Many of the locations observed are lacking in this flexibility.

Recommendations

1. It is well to keep in mind that being poor, disadvantaged, or unlettered doesn't preclude being sensitive to one's environment. The ABE learner will need facilities as good as if not superior to facilities other learners require.
2. As stated under Criterion I and elsewhere, stringent criteria should be established and observed when considering the opening of an outreach center and some of these criteria will involve optimum physical facilities.
3. When co-sponsoring a location, the ABE program should retain some control over the physical conditions. This is difficult to do when no rent is paid.
4. Custodial staff need orientation concerning the unique characteristics of ABE and of ABE clients.
5. ABE students should be given responsibility (through committees, for example) for monitoring the general physical conditions as well as opportunities to assist with the improvement of the appearance of the site.

Local Staff Response to Criterion VI

(393 Respondents)

	YES	NO	UNKNOWN
1. Is the site generally attractive?	86	12	2
2. Is adequate, safe parking available?	83	15	2
3. Are a variety of room types and sizes available for a variety of instructional and support purposes?	72	25	3
4. Do students have adequate space for getting together informally?	75	22	3

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
5. To what extent is furniture and equipment suitable for adults?	83 %	NA ---	U 2
6. To what extent is staff office space adequate?	67 %	NA 7	U 7
7. To what extent is the building or office well-maintained and clean?	78 %	NA 1	U 2
8. To what extent have adequate safety precautions been taken?	84 %	NA ---	U 12
9. To what extent are equipment and supplies adequately stored, yet accessible?	77 %	NA 2	U 5
10. To what extent are classrooms comfortably cooled, heated, ventilated, and free from obtrusive noise?	70 %	NA ---	U 4
11. To what extent do teaching and learning considerations take precedence over custodial convenience and routine?	84 %	NA 2	U 7
12. To what extent do students and instructors have access to instructional materials and equipment?	82 %	NA 1	U 5
13. To what extent does the physical facility lend itself to individualized study?	68 %	NA 3	U 6

Student Responses Relative to Criterion VI

(1067 Respondents)

	Yes	No	Do Not Know
Is the building a nice place to come?	91.6%	5.0%	3.4%
Is there plenty of safe parking space near the building?	69.8%	15.0%	15.2%
Is it easy to get together with other students in the building to visit and talk? .	83.3%	7.8%	9.0%
Are there enough comfortable chairs and tables?	85.7%	10.5%	3.8%
Is the classroom too hot, too cold, or too noisy?	25.5%	66.5%	8.0%

Criterion VII: Efficiency - Accountability Program outcomes should be reasonably commensurate with inputs in personnel, resources, time and money.

The evaluative project staff members were not entirely certain what items to place under this criterion. But they had no doubts that including such a criterion makes sense. For, a program might satisfy all the other criteria enumerated here and still be an ineffective one. If, for example, a program serves only a handful of clients and has a large budget there is obviously something wrong. If its graduates are unemployable, or if few persons ever graduate, questions of efficiency and accountability will obviously be in order.

Nor are state and federal guidelines entirely helpful. They speak of serving: those with the greatest deficiencies, the institutionalized, those who are ignorant of the English language. They mention progressing "effectively" through the program, and cooperatively developing programs, being innovative and research minded. And they encourage programs to meet the needs "to the fullest extent possible with the funds provided." But, what does this mean? What specific yardsticks are to be used? And what about the quality of the services provided?

It is then perhaps no accident staff members reveal great uncertainty about questions put to them under this criterion. Over half of those answering the questionnaire did not know enough about the relationships of their program's drop out rate to "anticipated program goals" to answer the question (number 3) about this relationship--despite the fact that they showed themselves to be very concerned about dropouts and "turnover" in conversations and in freely solicited comments. They say they are reasonably sure that program offerings generally meet student

needs. They are much less sure that resources are allocated on a basis of "priority need," or that skills and knowledges taught are most in demand by the community's employers. Anyway, systematic study of needs is acknowledged to be a weak point and upwards of half do not know if the specific criteria for measuring efficiency exist or apply (question 5).

In the absense of more appropriate criteria, it seems to be accepted practice to rely on such factors as attendance, enrollment and the attainment of milestones like the eighth and twelfth grade diploma and the GED certificate. Furthermore, since funding is geared to enrollments and average daily attendance, strong pressures in this direction are generated. Faced with this situation, several courses could be followed: (1) Continue to utilize the accountability-efficiency indicators previously identified, adding one to be worded "percentage of total potential clients 'reached'." (2) Adapt cost accounting figures from other contexts: compare adult education costs with per pupil costs in children's schooling or some dollar figure cited by UNESCO to "produce a functional literate" in a developing country. (3) Add to any combination of the above a rating like the one that can be obtained from applying all the other criteria used in this project (i.e. say that a program that meets all the criteria and exhibits high student/teacher morale must be reasonably accountable and efficient).

A combination of approaches would seem feasible. Certainly for a local program staff to agree on the criteria it espouses is feasible and desirable.

The need for helping each entering client to set specific (realistic) objectives and to repeat such a process as he or she moves alone (while providing the necessary verification of attainment and feedback) has been discussed above. Such procedures, if adopted, will be major steps in the

direction of accountability. Elsewhere (under Criterion V and the ACE/IOE section) is also discussed the need for better data gathering with regard to what happens to persons who leave the program--another key to sounder accountability practices.

The link between better needs assessment and accountability lies in the assumption that different criteria should be used for different client groups and programs. The person in the "level one" shelter care mental health program presumably differs from the contractor's wife who dropped out in eleventh grade to get married and is now willing to put in eight hours per day in preparation for the GED exam. The middle aged hard core disadvantaged have different needs and problems from the 18 year old suburbanite who recently left high school. Thus the program that carefully plans to serve carefully differentiated audiences should be in the best position to develop appropriate criteria for efficiency and accountability.

Recommendations

1. ACE/IOE should encourage the universities and other appropriate agencies to do research designed to establish practical, functional criteria for program efficiency and accountability.
2. Local program "narratives" should spell out the specific criteria by which various "sub programs" are to be judged.
3. ACE/IOE should undertake study designed to trace exactly what happens to the "ABE dollar" after it enters an educational institution.

Local Staff Response to Criterion VII

(393 Respondents)

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
1. To what extent do student needs match program offerings?	80 %	NA 3	U 18
2. To what extent are resources assigned on the basis of priority need and client groups?	77 %	NA 4	U 41
3. To what extent is the dropout rate commensurate with anticipated program goals?	63 %	NA 5	U 54
4. To what extent are the skills and knowledge being taught those which are most in demand by employers and the community?	75 %	NA 5	U 30
5. To what extent have criteria for measuring efficiency been agreed upon by both administration and staff?	69 %	NA 4	U 43
6. To what extent have periodic and systematic data been gathered regarding student needs?	60 %	NA 5	U 45

Criterion VIII: Supporting Services The supporting services shall include those which directly assist the learner to: (1) participate regularly; (2) profit from instruction; (3) maintain physical and emotional health; (4) overcome handicaps and (5) make use of what he learns.

Few of the local program staff members were well satisfied with the counseling and guidance services provided for ABE students and the visitation team members shared this concern. There tended to be insufficient numbers of counselors available at the majority of locations. A relatively high percentage of those persons carrying out counseling and guidance activities were not adequately trained for this role--either generally or specifically (i.e. with regard to the special aspects of counseling the ABE client).

About two thirds of the programs do report having written goals and purposes for counseling and guidance activities. About half of the staff members are uncertain if counseling is a required activity. In many instances there did not seem to be very close coordination or clearly spelled out relationships between counseling and instruction. Two areas stand out as being especially in need of improvement: counseling for those with special physical or emotional or adjustment problems and vocational guidance. Job placement is not receiving enough attention and students appear to be aware of it. Only one or two programs have a psychologist regularly involved.

Those programs that are most lacking in counseling and guidance personnel do not appear to sufficiently minimize this limitation by an organized effort to refer students to other agencies for general, vocational or psychological counseling or for screening for disabilities.

The notion of making the instructor (and sometimes the director) responsible for counseling prevails at some locations. This point of view has considerable logic behind it. But few if any of these programs provide the necessary in-service education to assist the instructor to develop proficiency in the counseling role. Also, the burdens of paper work and shortage of clerical assistance make it difficult for instructors to devote sufficient time to counseling. Whatever approach is used, the counseling and guidance program deserves more planning, coordination and resources than it tends to get.

Some excellent day care (or early learning) programs were observed. Almost all were in pleasant surroundings with capable leadership. The major drawback is the fact that not enough of this service is provided. Students strongly request more of such activities.

Similarly with special transportation, as mentioned under Criterion VI. Most programs could expand service (to target groups especially worthy of service) if more monies for special busses were available (or money for taking public transportation).

The secretarial-clerical personnel observed seemed to be for the most part conscientious and capable. They usually had the respect of the instructional staff. In some cases they go far beyond normal duties to accommodate clients with special handicaps.

There is a broad variety in the amount of special activities and social activities students participate in, with some programs doing a great deal and others virtually ignoring this aspect. Many programs should probably consider increasing the amount of such activity, which is as important with ABE learners as with children and youth. As mentioned

earlier, lack of facilities often hampers efforts of this type. Some of the social activities now conducted might be improved by closer linkage with curriculum and instruction by such means as improved involvement of students in planning.

Health services and learning about health could stand considerable improvement in most programs. Students are not taught much about diet or the importance of regular physical examinations. Provisions for emergencies are frequently vague or inadequate.

Where programs do provide eating facilities they seem to be satisfactory as to price, variety, quality and other relevant factors although there were some complaints about cleanliness.

Taken as a whole, then, support services are difficult to generalize about, but most locations show room for improvement.

Recommendations

1. More monies are needed for child care programs and special transportation service. These services need to be available for clients in the Federal ABE program as well as those in Public Aid programs.
2. Counseling and guidance services need expansion and coordination and focus on adulthood.
3. Health services and teaching about health need expansion and coordination.

Local Staff Response to Criterion VIII

(393 Respondents)

Transportation

	YES	NO	UNKNOWN
1. Is the site served by public transportation?	72	25	3

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
2. To what extent is the site readily accessible to the target population?	83 %	NA ---	U 6
3. To what extent does the program provide transportation to potential clients not served by public transportation?	59 %	NA 13	U 18
4. To what extent does the cost of transportation discourage attendance?	18 %	NA 10	U 21
5. To what extent are new students provided with information about public and/or program-provided transportation?	86 %	NA 16	U 41

Counseling and Guidance

	YES	NO	UNKNOWN
1. Is there a statement of goals and purposes for the counseling and guidance program?	64	12	24
2. Do staff counselors have professional preparation?	24	50	26
3. Is counseling mandatory?	39	15	46

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
4. To what extent is the statement of goals and purposes for the guidance/counseling program met?	75 %	NA 12	U 25
5. To what extent is there a close interaction between counseling activities and instruction?	71 %	NA 14	U 32

6. To what extent is the guidance program organized to provide counseling?..... 73 % NA 15 U 32

7. To what extent is the guidance program adequately supported by administration?..... 85 % NA 6 U 11

8. To what extent are materials dealing with educational and occupational opportunities available?..... 74 % NA 8 U 25

9. To what extent is the testing program useful and relevant?..... 76 % NA 11 U 32

10. To what extent do counselors have the knowledge and skills necessary to counsel adults?..... 82 % NA 11 U 38

11. To what extent does counseling assist students to move toward occupational goals?..... 74 % NA 9 U 32

12. To what extent do counselors assist students with special needs?..... 79 % NA 7 U 37

13. To what extent is referral made to other specialists in physical and mental health, personnel, and legal services?..... 75 % NA 6 U 30

Health Services

	YES	NO	UNKNOWN
1. Are students requiring medical attention referred to appropriate agencies?.....	64	6	30
2. Are adequate provisions made for emergencies?.....	68	13	19
3. Are provisions made for temporarily indisposed or injured persons to be made comfortable?.....	64	15	21
4. Are students informed of the characteristics of a well-balanced diet?.....	41	27	32
5. Are on-site food services provided?.....	49	43	8
6. Do the food services provide for a well-balanced diet?.....	35	40	24
7. Are eating facilities clean and hygenic?.....	66	15	19
8. Is adequate time provided for meals?.....	68	14	18
9. Are periodic physical examinations provided or encouraged?.....	30	37	33

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
10. To what extent are screening tests used to discover visual, auditory, and other possible impairments?	44 %	NA 19	U 32
11. To what extent is follow-up done to assure these impairments are being treated?	48 %	NA 21	U 42

Other

	YES	NO	UNKNOWN
1. Is a child-care service available?	59	32	9
2. Are nursery personnel qualified and/or certified?	55	20	25

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
3. To what extent are leisure or social activities provided for students?	47 %	NA 13	U 13
4. To what extent are these activities appropriate to needs and interests of various ages and backgrounds?	67 %	NA 15	U 21
5. To what extent are these activities related to educational objectives?	59 %	NA 16	U 24
6. To what extent are adequate secretarial-clerical services available to all staff?	69 %	NA 6	U 12
7. To what extent are continuing efforts made to reduce the non-teaching, clerical activities of teachers?	56 %	NA 5	U 26
8. To what extent are staff members aware of community support services such as G.E.D. testing, social services, etc.?	83 %	NA 2	U 15

Student Responses Relative to Criterion VIII

(1067 Respondents)

	Yes	No	Do Not Know
Can you eat meals in the building, if you wish to?	65.8%	19.8%	14.4%
Is the place you eat in the building clean?	70.8%	8.2%	21.0%
Do you have plenty of time to eat?	69.4%	12.9%	17.7%
Are you told about a balanced diet?	24.8%	55.3%	19.9%
Are you asked to have a doctor give you a check-up once a year?	20.0%	60.7%	19.2%

	Very Little	Little	Some	Much	Very Much	Does Not Apply	Do Not Know
How much have you been told about public transportation to the building?	19.2%	6.0%	10.7%	10.0%	23.7%	20.5%	9.8%
How much have you been told about social services and tests which might help you?	18.4%	7.7%	14.5%	12.2%	29.3%	9.8%	8.2%
How much has counseling in the program helped you find a job or advance in your present job?	15.0%	6.4%	9.3%	7.8%	16.0%	30.7%	14.8%
How much are you counseled about personal problems you have?	22.4%	7.0%	11.4%	6.3%	16.3%	28.0%	8.7%

	Hardly Ever	Occas-ionly	Some-times	Fre-quently	Almost Always	Does Not Apply	Do Not Know
How often are social activities held at the building?	18.2%	13.5%	16.2%	9.8%	9.4%	10.8%	22.2%

D. APPRAISAL OF ADULT CONTINUING EDUCATION SECTION OF IOE

The purpose of this part of the project was to evaluate ACE/IOE in terms of the quality of assistance provided to local ABE programs. The on-site visitation team* focused on (1) organizational structure of ACE within IOE (2) purpose of the ACE section (3) staffing (4) funding (5) interaction with "significant others" (6) assistance to local programs (7) role perceptions of ACE staff, and (8) attitudes of ACE staff.

These areas were the basis of a self study instrument which the ACE Section staff members were asked to complete prior to the on-site visitation. The ACE Section staff had input into the design of this instrument to insure that the evaluation was calculated to fulfill the intent of the Request for Proposal (although no substantial changes were advocated by ACE Section personnel).

Members of the on-site visitation team were selected on the basis of their recognized strengths in adult continuing education and their diversity of professional interests. In addition, an "evaluator of the evaluation" (Dr. Kreitlow) was asked to become a participant-observer primarily for the purposes of placing this evaluation in its proper context and offering advice for improving future evaluation projects.

*The team was made up of C.C. Veri (Chairman), J.R. Ellis, B.W. Kreitlow, M.L. Reiss, K.G. Smith, and R.M. Smith.

As with the local programs, information gained through the self-study instrument was used to solicit further information and clarification during the on-site visit. In addition to interviewing the people identified by the ACE Section, members of the team interviewed others they thought would have relevant information (both at the on-site visit and later through personal visits and via telephone).

The question which gave focus to the evaluation, and the one which was addressed by both the team and the staff of the Adult Continuing Education Section of the Illinois Office of Education, was: "What is the quality of the assistance being provided for local educational agencies?"

If a single word could possibly answer that question, and if a continuum of "poor/below average/adequately/above average/superior" could be used, the consensus would be toward the upper end of the "above average" scale.

The following recommendations (in random order) were offered to the ACE Section at the conclusion of the detailed report sent to that office:

1. Organization: Continue building and using the support of top-level IOE administrators that seems to be enjoyed. Develop mechanisms whereby the Section more fully utilizes the services of other IOE offices (such as Vocational Education, Community Education, Governmental Relations, Management Services, and Policy Analysis). Open more fully the lines of communication so that everyone in IOE is more prone to "think adult continuing education."
2. Purpose: Continue with the present immediate objectives but develop (with an advisory group) clearer long range objectives. Provide better supervision of local programs by designing more

rigorous data collection mechanisms (perhaps with Bureau of the Budget personnel). Work toward the implementation of the recommendations of the Task Force's report on "Today and Tomorrow in Illinois Adult Education." Find ways of more effectively using mass media to increase public awareness of adult education.

3. Staffing: Capitalize on the camaraderie already developed in the staff. Seek to carefully expand staff size so as to increase the assistance provided to LEA's (or develop contractual arrangements for this purpose); special attention should be given to the unique needs of programs in Chicago. Increase minority representation in the staff with the assistance of IOE's affirmative action officer.

4. Role Perceptions and Attitudes: The perceived roles of staff are generally adequate to their tasks but further study should be given to these perceptions, especially as they apply in staff assessments, staff development, and with "new hires." Maintain the very positive attitudes which staff seem to have toward themselves, their work and their colleagues; causes of fluctuation in morale should be probed and their elimination pursued.

5. Funding: Continue funding local programs from various State agency sources; agressively pursue CETA and Public Health funds for the LEA's. Continue capitalizing on the strengths achieved by working with common schools and community colleges, but work to reduce the disparity in funding levels. Interact with Bureau of the Budget personnel and IOE Governmental Relations personnel to determine how adult continuing education can get additional funds.

Redefine staff functions and develop a rationale for long range staffing plan and how the plan will be funded.

6. Interactions with Significant Others: Continue what is being done but place top priority on communications building with staff of the Illinois Community College Board; institute planned and periodic meetings with helping agencies. Develop a plan whereby the IOE staff in Governmental Relations accurately and effectively carry the adult education message to people with whom the Section cannot directly interact.

7. Assistance to Local Programs: Continue to provide prompt, cheerful, and useful services for LEA's. Try to fill vacant positions with less delay. Explore the use of contracts to provide more regional services. Expand the field staff and/or develop ways of effectively utilizing the newly developed IOE Technical Assistance Teams in the field.

APPENDICES

ROSTER

PROJECT STAFF

NAME	TITLE
Bonnie Bates	Project Staff
Roger Brenneke	Project Staff
E. Leland Brode	Professor of Education
Gary Conti	Project Staff
Joseph R. Ellis	Professor of Education and Coordinator of Research, College of Education
Burton Kreitlow	Professor of Adult Education, University of Wisconsin-Madison
Noreen S. Lopez	Assistant Project Director, Instructor and Internship Supervisor
Robert C. Mason	Professor of Education and Assistant Project Director
John A. Niemi	Professor of Education and Associate Director, ERIC Clearinghouse in Career Education
Mary L. Reiss	Director, Division of Continuing Education, State Education Department of New York
Thomas R. Scott	Assistant Dean, College of Continuing Education
Edwin L. Simpson	Professor of Education
Robert M. Smith	Project Director, Associate Professor of Education
Clive C. Veri	Dean, College of Continuing Education, Professor of Education

ROSTER
ON-SITE VISITATION TEAM MEMBERS

NAME	TITLE/AGENCY
James L. Barber	Assistant Dean, Community Services, Sauk Valley College
Alec Beaudoin	Associate Director of Personnel, Triton Community College
S. Gregory Bowes	Regional Program Director, Continuing Education, Public Service, University of Illinois
Jerome Bradley	Director of Adult Continuing Education, Lewis and Clark Community College
Jeanette Crum	Director, Adult Basic Education, Kishwaukee Community College
Richard G. Graves	Director, Adult Evening School, Waukegan Township High School
Mary E. Greenwood	Coordinator, Governor's State University
Alfrenia Y. Hampton	Principal, East St. Louis Adult Evening High School
David Kozlowski	Administrator, Independent Learning Lab, Triton Community College
Diane M. Longfield	ABE/ESL Instructor, Harper Community College
Michael J. Moore	Director, Learning Laboratory, Vienna Correctional Center
David B. Oatman, Jr.	Manager, Community Services Program, Waubonsee Community College
Carol Papierski	Instructor, Triton Community College
Kenneth G. Smith	Director, Continuing Education, High School District #88
Daniel J. Timko	Assistant Dean, Continuing Education, Rock Valley College

ROSTER OF PROGRAMS EVALUATED

Black Hawk College
6600 - 34th Avenue
Moline, IL 61265

Cairo-Egyptian Adult Center
1615 Commercial Avenue
Cairo, IL 62914

Chicago Board of Education
Jackson Adult Education Center
820 South Carpenter
Chicago, IL 60607

Chicago Board of Education
Hilliard Adult Education Center
6533 South Stewart Avenue
Chicago, IL 60621

Chicago Board of Education
Doolittle Family
Educational Center
525 East 35th Street
Chicago, IL 60616

Dawson Skills Institute
City Colleges of Chicago
3901 South State Street
Chicago, IL 60609

Danville Junior College
2000 East Main Street
Danville, IL 61832

Hamilton County Community School
106 West Main
McLeansboro, IL 62859

Highland Community College
Pearl City Road
Freeport, IL 61032

Kankakee Community College
River Road
P.O. Box 888
Kankakee, IL 60901

John A. Logan College
Carterville, IL 62918

McHenry County College
6200 Northwest Highway
Crystal Lake, IL 60014

Mattoon Community Unit
1617 Lakeland Blvd.
Mattoon, IL 61938

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, IL 60465

Peoria Adult Continuation Center
412 Southwest Washington Street
Peoria, IL 61601

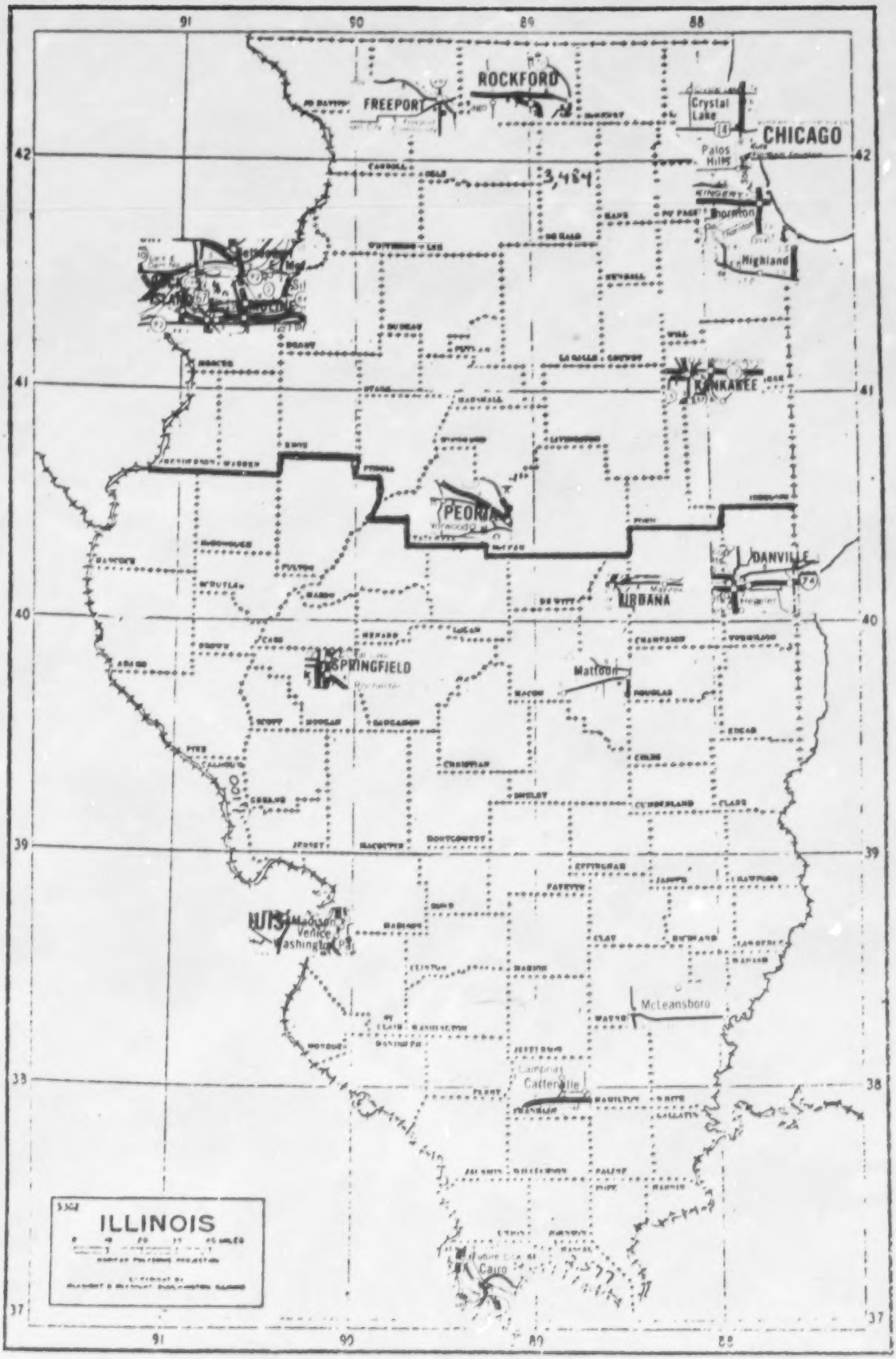
Rockford Board of Education
201 South Madison Street
Rockford, IL 61102

Springfield Public Schools
2350 East Ash Street
Springfield, IL 62703

Thornton Community College
50 West 162nd Street
South Holland, IL 60473

Urbana School District #116
1102 South Race Street
Urbana, IL 61801

Venice-Lincoln Technical Center
South Fourth Street
Vencie, IL 62090


ROCKFORD
FREEPORT
Crystal Lake
CHICAGO
Palos Hills
Thornton
Highland
3,484
KANKAKEE
PEORIA
DANVILLE
URBANA
SPRINGFIELD
Mattoon
Madison
Venice
Washington Pk
McLeansboro
Carmi
Cattervile
Cairo
ILLINOIS

APPENDIX B

SELF ASSESSMENT FORM FOR

LOCAL STAFF MEMBERS

Illinois Adult Education Evaluation Project

Respondent Information

1. Sex: _____male
   _____female

2. Age: _____under 30
   _____30-39
   _____40-49
   _____50 or older

3. Racial/Ethnic Origin: _____Caucasian American
   _____Black American
   _____Mexican-American
   _____Latin-American
   _____other (please specify)_____

4. How would you classify your present position in the adult education program?
   _____Administrator
   _____Teacher
   _____Paraprofessional
   _____Counselor
   _____Clerical
   _____Other (please specify)_____

5. On what basis are you hired by the adult education program? _____part-time
   _____full-time

6. Do you hold tenure in your adult education position? _____yes
   _____no

7. What types of class(es) do you currently teach?
   _____English as a Second Language
   _____Basic Education
   _____Americanization (citizenship)
   _____G.E.D.
   _____High School Credit
   _____Other (please specify) _____
   _____

8. What is the average reading level of the students you teach?

_____Beginning Level (1st-4th grade)

_____Intermediate Level (5th-8th grade)

_____Advanced Level (9th-12th grade)

_____Mixed (more than one level)

9. What time of day do you teach in adult education?

_____Day (before 5:00pm)

_____Evening

_____Both day and evening

10. In what type of facility do you teach?

_____Public School building

_____Industrial plant, business, hospital, or other employer

_____Church or community organization

_____Other (please specify) _____

11. As of September, 1975, how many years of adult education teaching experience have you had? _____years

12. As of September, 1975, how many years have you been in your present position? _____years

13. Have you taken any course work dealing with the principles of adult education? _____yes

_____no

If so, how many credit hours? _____hours

14. Name of Program in which you are employed:_____

_____

Illinois Adult Education Evaluation Project

Obstacles I Face

(Please do not sign your name)

This form is designed to help the evaluation team identify specific needs that can be met in order to improve the program's effectiveness and, more specifically, each individual's performance. It is rare that we cannot identify at least one or two specific obstacles to our full effectiveness. Please focus on obstacles you consider of primary importance.

1. My role is (check one): _____Administrator _____Teacher

   _____Paraprofessional _____Counselor _____Clerical _____Other (please specify) _____

2. I face this obstacle in the area of my own knowledge or skills:

3. Resources (aids, equipment, supplies, materials, clerical support, etc.) that I need are:

4. Other obstacles are:

5. Supervisors could help me by:

ILLINOIS ADULT EDUCATION EVALUATION PROJECT

DIRECTIONS FOR COMPLETING THE SELF-ASSESSMENT INSTRUMENT

This is an explanation of the types of questions used in the attached instrument.

There are two types of questions.

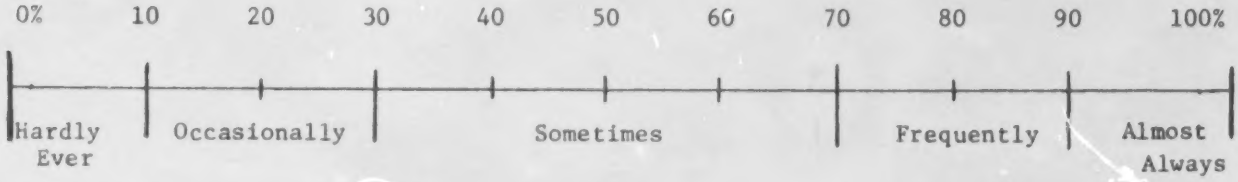
The first type asks whether a condition is "present", "absent" or "unknown" to the respondent. Mark the appropriate response with a check mark. (✓)

	YES	NO	UNKNOWN
EXAMPLE: Is there an advisory committee?.....	✓		

The second type asks to what degree a condition exists. The degree of existence is based on a scale of 0 - 100%. Responses should be completed by inserting the percentage in the proper space. Provision has also been made for "not applicable" and "unknown" responses.

EXAMPLE 1: To what extent is an advisory committee used to formulate operating policy?..... 55 % NA___ U___

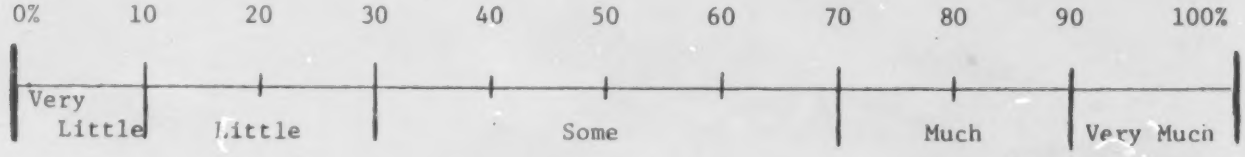
The answer indicates the respondent has assessed the extent of using an advisory committee to be 55% of the time.



It may also be helpful to think of the responses using the desriptions listed below either scale.

EXAMPLE 2: To what extent does the curricular program enhance the academic growth of the indiviuual?..... 96 % NA___ U___

The answer indicates the respondent has assessed the curricular program to be enhancing the academic growth of the individual very much, but not completely.



Responses of "Not Applicable" or "Unknown" should be indicated by a check mark (✓) in the appropriate space.

At the end of each criterion section you are asked to list the greatest strengths and problems in that area.

In addition, if you would like to clarify or elaborate on any answers please write your comments in the space provided listing the page and question number to which you are referring.

Criterion I: Curriculum and Instruction

The instructional program shall be constructed according to tested principles for adult education program development. It will be based on clientele needs and interests and have input from subject authorities, staff, community representatives, and students. It will recognize individual differences and learning styles and be in line with state and federal guidelines and standards. For the purposes of this self-study the term "community" means all individuals and social systems within the geographic area the program is seeking to serve.

Curriculum

	YES	NO	UNKNOWN
1. Is there a method of assessing community needs?.....	_____	_____	_____
2. Are community resources involved in planning the curricular program?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
3. To what extent is community needs assessment data available?.....	____%	NA___	U____
4. To what extent does the variety of offerings accurately reflect the needs of the community?.....	____%	NA___	U____
5. To what extent does the variety of offerings accurately reflect the objectives of the program?.....	____%	NA___	U____
6. To what extent does the curricular program enhance the cultural growth of the individual?.....	____%	NA___	U____
7. To what extent does the curricular program enhance the social growth of the individual?.....	____%	NA___	U____
8. To what extent does the curricular program enhance the economic growth of the individual?.....	____%	NA___	U____
9. To what extent does the curricular program enhance the academic growth of the individual?.....	____%	NA___	U____
10. To what extent is the staff actively involved in curriculum development?.....	____%	NA___	U____

11. To what extent is there student input in curriculum development?..... ____% NA___ U____

12. To what extent do the curricular offerings recognize the special physical needs of adults?..... ____% NA___ U____

13. To what extent do the curricular offerings recognize the special social needs of adults?..... ____% NA___ U____

14. To what extent do the curricular offerings recognize the economic needs of adults?..... ____% NA___ U____

15. To what extent is the community involved as a resource in carrying out the curricular program?..... ____% NA___ U____

16. To what extent are any major community education needs being neglected without sufficient reason?..... ____% NA___ U____

17. To what extent do curricular materials encourage and assist students to become independent in their learning? ____% NA___ U____

18. To what extent is there a continuing evaluation and feedback system for curriculum improvement?..... ____% NA___ U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Instruction

	YES	NO	UNKNOWN
1. Is there a materials/learning center accessible to students?.....	_____	_____	_____
2. Is there a variety of audio-visual support materials to complement the respective instructional teaching areas?	_____	_____	_____
3. Are there opportunities to produce teacher-made materials?.....	_____	_____	_____
4. Is an orientation program provided for students?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
5. To what extent are learning activities designed to develop skills in keeping with program philosophy and objectives?.....	____%	NA___	U____
6. To what extent are learning activities designed to develop knowledge in keeping with program philosophy and objectives?.....	____%	NA___	U____
7. To what extent are learning activities designed to develop attitudes in keeping with program philosophy and objectives?.....	____%	NA___	U____
8. To what extent is instruction individualized?.....	____%	NA___	U____
9. To what extent is there a variety of materials to allow for individualization of instruction?.....	____%	NA___	U____
10. To what extent are remedial opportunities available?.....	____%	NA___	U____
11. To what extent is the instructional material free of cultural bias?.....	____%	NA___	U____
12. To what extent is the instructional material free of ethnic bias?.....	____%	NA___	U____
13. To what extent is the instructional material free of sexual bias?.....	____%	NA___	U____
14. To what extent is the instructional material free of racial bias?.....	____%	NA___	U____
15. To what extent is the instructional material free of religious bias?.....	____%	NA___	U____
16. To what extent is the materials/learning center staffed by instructional personnel?.....	____%	NA____	U____

17. To what extent are a variety of audoi-visual materials used to complement the respective instructional teaching areas? ..... ____% NA___ U____

18. To what extent is there use of teacher-made materials? ____% NA___ U____

19. What percentage of the instructional materials used are consumable?..... ____% NA___ U____

20. What percentage of the instructional materials purchased are individualized?..... ____% NA___ U____

21. To what extent is there a systematic, ongoing evaluation of instructional materials?..... ____% NA___ U____

22. To what extent are criteria used for appropriateness, readability, appeal for adults, etc?..... ____% NA___ U___

23. To what extent is effective use made of instructional media?..... ____% NA___ U____

24. To what extent do teachers receive systematic supervision and suggestions for improvements?..... ____% NA___ U____

25. To what extent is there a psychological climate conducive to friendly, supportive teacher-student relationships?.... ____% NA___ U____

26. To what extent do learners receive feedback concerning progress?..... ____% NA___ U____

27. To what extent is there a variety of effective procedures used in helping adults learn?..... ____% NA___ U____

28. To what extent is provision made for helping the learner to learn how to learn?..... ____% NA___ U____

29. To what extent have previous evaluations been used to update programs and/or instruction?..... ____% NA___ U____

30. To what extent is there a focus on learning as well as teaching?..... ____% NA___ U____

31. To what extent are learners helped to set realistic personal objectives?..... ____% NA___ U____

32. What percentage of the program time are paraprofessional and community resource people used to augment the teaching staff?..... ____% NA___ U____

33. What percentage of the teaching day are volunteers, student teachers, and advanced students used to augment the teaching staff?..... ____% NA___ U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion II: Intra-Institutional Relationships

The adult education program should have autonomy, status, and support comparable to the other education programs of the institution. Its success will depend in part upon its self-interpretation to the policy makers and resource allocators and on the establishment of intra-institutional patterns of accomodation and cooperation.

	YES	NO	UNKNOWN
1. Are there resources within the school for counseling?....	_____	_____	_____
2. Are there resources within the school for financial aid?	_____	_____	_____
3. Are there resources within the school for job placement?	_____	_____	_____
4. Is there a stated philosophy for the total adult education program?.....	_____	_____	_____
5. Is there evidence that the adult program has comparable status with other programs?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
6. To what extent are participants in the adult education program able to make use of all resources within the school system such as library, counseling services, health services, etc?.....	____%	NA___	U____
7. To what extent does the program administration have the support of other school system services such as public relations, proposal writers, A-V production facilities?.....	____%	NA___	U____
8. To what extent are regular channels of communication with the local school board and school administrators used?	____%	NA___	U____
9. To what extent are financial aids, counseling and job placement utilized within the school by the adult students?	____%	NA___	U____
10. To what extent are other sources within the school system used to recruit and refer adults to the adult education program?.....	____%	NA___	U____
11. To what extent is there movement of students among other programs in the school system such as Vocational Education, CETA, Upward Bound?.....	____%	NA___	U____
12. To what extent does the school administration allow flexibility and autonomy in the operation of the adult education program?.....	____%	NA___	U____

13. To what extent is the adult program philosophy congruent with the stated philosophy of the school system?..... ___% NA___ U___

14. To what extent is the school administration adequately informed about the philosophy, operation, and goals of the adult program?..... ___% NA___ U___

15. To what extent are the legal guidelines regarding the adult program known by the administration?..... ___% NA___ U___

16. To what extent are these guidelines adhered to by the administration?..... ___% NA___ U___

17. To what extent is the school board informed on the philosophy and goals of the program?..... ___% NA___ U___

18. To what extent does the program receive philosophical support by the school administration?..... ___% NA___ U___

19. To what extent does the program receive philosophical support by the board of education (or comparable group)?..... ___% NA___ U___

20. To what extent is the institution or school system aware of the contributions of the adult program?..... ___% NA___ U___

21. To what extent are appropriate procedures utilized to facilitate cooperation, understanding and support of faculty and administration members in the larger organization?..... ___% NA___ U___

22. To what extent does the program receive adequate financial support?..... ___% NA___ U___

23. To what extent is the adult program allowed to utilize any increased income generated for new or expanding services?..... ___% NA___ U___

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion III: Extra-Institutional Relationships

Relationships with the larger community and with other adult continuing education agencies shall be such as to promote acceptance of the program, foster reality-based instruction, avoid unnecessary duplication, and augment the resources allotted to the program.

	YES	NO	UNKNOWN
1. Are staff members active in community activities?.....	_____	_____	_____
2. Have the characteristics of the community, its services and its power structure been analyzed?.....	_____	_____	_____
3. Have attempts been made to cooperate with other adult education agencies in the community?.....	_____	_____	_____
4. Have attempts been made to cooperate with other agencies providing assistance to adults?.....	_____	_____	_____
5. Does the program have an advisory committee?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
6. To what extent is the program actively represented in other adult, community education, or community councils?.....	____%	NA____	U____
7. To what extent are the staff members encouraged to be active in community activities?.....	____%	NA____	U____
8. To what extent is the advisory committee functional?.....	____%	NA____	U____
9. To what extent is the advisory committee representative of various interest and ethnic groups?.....	____%	NA____	U____
10. To what extent are advisory groups members kept informed of needs, successes, and weaknesses of the program?.....	____%	NA____	U____
11. To what extent are referrals made to other adult education and training programs in the community?.....	____%	NA____	U____
12. To what extent is there joint planning between the program and other adult education programs in the community?.....	____%	NA____	U____

13. To what extent is there coordination with other agencies that provide assistance to adults?..... ____% NA___ U____

14. To what extent is the program interpreted to the community at large and its resource allocators?..... ____% NA___ U____

15. To what extent are referrals made to other community agencies for counseling?..... ____% NA___ U____

16. To what extent are referral made to other community agencies for financial assistance?..... ____% NA___ U____

17. To what extent are referrals made to other community agencies for job placement?..... ____% NA___ U____

18. To what extent are referrals made to the adult education program by other community agencies?..... ____% NA____ U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion IV: Professionalism

The staff shall be well qualified in subject matter and in the theory and methods of adult learning and adult education. The staff members shall receive active support in their efforts to contribute to the field and to continue to learn so that they may effectively assist others to learn.

	YES	NO	UNKNOWN
1. Is there evidence of experimentation and innovation?.....	____	____	____
2. Is there a planned in-service program?.....	____	____	____
3. Is in-service program evaluation based upon a set of written objectives?.....	____	____	____
4. Is there an individualized, self-designed, professional growth plan for each staff member?.....	____	____	____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
5. To what extent are the training, experience and professional activities of the Director of the program appropriate for carrying out the duties?.....	____%	NA____	U____
6. To what extent has the Director received appropriate authority commensurate with his stated responsibilities?	____%	NA____	U____
7. To what extent has the Director received appropriate resources commensurate with his stated responsibilities?	____%	NA____	U____
8. To what extent is the Director primarily responsible for the improvement of instruction in the school?.....	____%	NA____	U____
9. To what extent does the Director fulfill the responsibility of improving instruction within the program?.....	____%	NA____	U____
10. To what extent are staff members encouraged to consider new ways of accomplishing the purposes and objectives of the program?.....	____%	NA____	U____
11. To what extent are the efforts of staff members in educational experimentation supported?.....	____%	NA____	U____

12. To what extent is there staff involvement in decisions regarding implementation of innovation or change in the program?..... ___% NA___ U___

13. To what extent are in-service or staff development activities carefully planned, offered regularly, and evaluated?..... ___% NA___ U___

14. To what degree is the instructional staff involved in professional organizations?..... ___% NA___ U___

15. To what extent is funding available for staff travel to meetings of professional associations?..... ___% NA___ U___

16. To what extent are staff able to utilize funding for travel to meetings of professional associations?..... ___% NA___ U___

17. To what extent are resources dealing with adult education theory and methods available to staff?..... ___% NA___ U___

18. To what extent are these available resources being used? ___% NA___ U___

19. To what extent are staff members encouraged and enabled to continue their education?..... ___% NA___ U___

20. To what extent is in-service training provided for paraprofessionals?..... ___% NA___ U___

21. To what extent is in-service training provided for clerical staff?..... ___% NA___ U___

22. To what extent is the paraprofessional staff responsive to the problems of adult learners?..... ___% NA___ U___

23. To what extent is the clerical staff responsive to the problems of adult learners?..... ___% NA___ U___

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion V: Evaluation and Follow-Up

There should be systematic monitoring and evaluation of program, outcomes, and processes in order to increase effectiveness, demonstrate accountability, and maximize learner success and satisfaction.

	YES	NO	UNKNOWN
1. Is there a plan for evaluation?.....	_____	_____	_____
2. Are subjective as well as objective criteria used in the evaluation process?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
3. To what extent is a plan for evaluation implemented?.....	____%	NA___	U____
4. To what extent is the evaluation stated in behavioral terms?.....	____%	NA___	U____
5. To what extent are the results of evaluation disseminated to all personnel involved in the program?.....	____%	NA___	U____
6. To what extent are specific long and short-term goals and objectives developed in the evaluation activities?.....	____%	NA___	U____
7. To what extent is data gathered regarding student characteristics?.....	____%	NA___	U____
8. To what extent is data gathered regarding student achievement and progress?.....	____%	NA___	U____
9. To what extent is data gathered regarding student attitudes toward the program?.....	____%	NA___	U____
10. To what extent is data gathered regarding faculty attitudes?.....	____%	NA___	U____
11. To what extent have program objectives been demonstrated through the performance of its graduates?.....	____%	NA___	U____
12. To what extent is students' input receiving attention?	____%	NA___	U____
13. To what extent do graduates show upward mobility in their present jobs?.....	____%	NA___	U____
14. To what extent do graduates go on to new jobs as a direct result of instruction?.....	____%	NA___	U____

12. To what extent is there staff involvement in decisions regarding implementation of innovation or change in the program?..... ____% NA___ U____

13. To what extent are in-service or staff development activities carefully planned, offered regularly, and evaluated?..... ____% NA___ U____

14. To what degree is the instructional staff involved in professional organizations?..... ____% NA___ U____

15. To what extent is funding available for staff travel to meetings of professional associations?..... ____% NA___ U____

16. To what extent are staff able to utilize funding for travel to meetings of professional associations?..... ____% NA___ U____

17. To what extent are resources dealing with adult education theory and methods available to staff?..... ____% NA___ U____

18. To what extent are these available resources being used? ____% NA___ U____

19. To what extent are staff members encouraged and enabled to continue their education?..... ____% NA___ U____

20. To what extent is in-service training provided for paraprofessionals?..... ____% NA___ U____

21. To what extent is in-service training provided for clerical staff?..... ____% NA___ U____

22. To what extent is the paraprofessional staff responsive to the problems of adult learners?..... ____% NA___ U____

23. To what extent is the clerical staff responsive to the problems of adult learners?..... ____% NA___ U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

15. To what extent do students enroll subsequently in additional related courses?..... ____% NA___ U____

16. To what extent do students recommend the program to members of their immediate family, friends, colleagues, etc?____% NA___ U____

17. To what extent are graduates of the program involved in community activities?..... ____% NA___ U____

18. To what extent are graduates pursuing further "informal" learning?..... ____% NA___ U____

19. To what extent are past achievement and follow-up records utilized?..... ____% NA___ U____

20. If student appraisal techniques of instructors are used, to what extent are instructors informed of the results?.. ____% NA___ U____

21. To what extent are materials revised or changed as a result of student evaluations?..... ____% NA___ U____

22. To what extent are materials revised or changed as a result of administrative evaluations?..... ____% NA___ U____

23. To what extent are administrators aware of the evaluation results of various learning activities?..... ____% NA___ U____

24. To what extent are employers made aware of their employees who have participated in and completed programs?..... ____% NA____ U____

25. To what extent is provision made for "outside" evaluation?..... ____% NA___ U____

26. To what extent are efforts made to re-enroll dropouts?... ____% NA___ U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion VI: Physical Facilities

The physical facilities shall be appropriate for adult learning and high morale.

		YES	NO	UNKNOWN
1.	Is the site generally attractive?.....	_____	_____	_____
2.	Is adequate, safe parking available?.....	_____	_____	_____
3.	Are a variety of room types and sizes available for a variety of instructional and support purposes?.....	_____	_____	_____
4.	Do students have adequate space for getting together informally?.....	_____	_____	_____

		PERCENTAGE	NOT APPLICABLE	UNKNOWN
5.	To what extent is furniture and equipment suitable for adults?.....	____%	NA___	U____
6.	To what extent is staff office space adequate?.....	____%	NA___	U____
7.	To what extent is the building or office well-maintained and clean?.....	____%	NA___	U____
8.	To what extent have adequate safety precautions been taken?.....	____%	NA___	U____
9.	To what extent are equipment and supplies adequately stored, yet accessible?.....	____%	NA___	U____
10.	To what extent are classrooms comfortably cooled, heated, ventilated, and free from obtrusive noise?.....	____%	NA___	U____
11.	To what extent do teaching and learning considerations take precedence over custodial convenience and routine?	____%	NA___	U____
12.	To what extent do students and instructors have access to instructional materials and equipment?.....	____%	NA___	U____
13.	To what extent does the physical facility lend itself to individualized study?.....	____%	NA___	U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion VII: Efficiency - Accountability

Program outcomes should be reasonably commensurate with inputs in personnel, resources, time and money.

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
1. To what extent do student needs match program offerings?	____%	NA____	U____
2. To what extent are resources assigned on the basis of priority need and client groups?	____%	NA____	U____
3. To what extent is the dropout rate commensurate with anticipated program goals?	____%	NA____	U____
4. To what extent are the skills and knowledge being taught those which are most in demand by employers and the community?	____%	NA____	U____
5. To what extent have criteria for measuring efficiency been agreed upon by both administration and staff?	____%	NA____	U____
6. To what extent have periodic and systematic data been gathered regarding student needs?	____%	NA____	U____

Greatest strengths in this area:

Greatest problems in this area:

Other comments:

Criterion VIII: Supporting Services

The supporting services shall include those which directly assist the learner to: (1) participate regularly; (2) profit from instruction; (3) maintain physical and emotional health; (4) overcome handicaps and (5) make use of what he learns.

Transportation

	YES	NO	UNKNOWN
1. Is the site served by public transportation?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
2. To what extent is the site readily accessible to the target population?.....	____%	NA___	U____
3. To what extent does the program provide transportation to potential clients not served by public transportation?.....	____%	NA___	U____
4. To what extent does the cost of transportation discourage attendance?.....	____%	NA___	U____
5. To what extent are new students provided with information about public and/or program-provided transportation?.....	____%	NA___	U____

Counseling and Guidance

	YES	NO	UNKNOWN
1. Is there a statement of goals and purposes for the counseling and guidance program?	____	____	____
2. Do staff counselors have professional preparation?	____	____	____
3. Is counseling mandatory?	____	____	____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
4. To what extent is the statement of goals and purposes for the guidance/counseling program met?	____%	NA____	U____
5. To what extent is there a close interaction between counseling activities and instruction?	____%	NA____	U____
6. To what extent is the guidance program organized to provide counseling?	____%	NA____	U____
7. To what extent is the guidance program adequately supported by administration?	____%	NA____	U____
8. To what extent are materials dealing with educational and occupational opportunities available?	____%	NA____	U____
9. To what extent is the testing program useful and relevant?	____%	NA____	U____
10. To what extent do counselors have the knowledge and skills necessary to counsel adults?	____%	NA____	U____
11. To what extent does counseling assist students to move toward occupational goals?	____%	NA____	U____
12. To what extent do counselors assist students with special needs?	____%	NA____	U____
13. To what extent is referral made to other specialists in physical and mental health, personnel, and legal services?	____%	NA____	U____

Health Services

	YES	NO	UNKNOWN
1. Are students requiring medical attention referred to appropriate agencies?.....	____	____	____
2. Are adequate provisions made for emergencies?.....	____	____	____
3. Are provisions made for temporarily indisposed or injured persons to be made comfortable?.....	____	____	____
4. Are students informed of the characteristics of a well-balanced diet?.....	____	____	____
5. Are on-site food services provided?.....	____	____	____
6. Do the food services provide for a well-balanced diet?.....	____	____	____
7. Are eating facilities clean and hygenic?.....	____	____	____
8. Is adequate time provided for meals?.....	____	____	____
9. Are periodic physical examinations provided or encouraged?.....	____	____	____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
10. To what extent are screening tests used to discover visual, auditory, and other possible impairments?.....	____%	NA____	U____
11. To what extent is follow-up done to assure these impairments are being treated?.....	____%	NA____	U____

Other

	YES	NO	UNKNOWN
1. Is a child-care service available?.....	_____	_____	_____
2. Are nursery personnel qualified and/ or certified?.....	_____	_____	_____

	PERCENTAGE	NOT APPLICABLE	UNKNOWN
3. To what extent are leisure or social activities provided for students?.....	____%	NA____	U____
4. To what extent are these activities appropriate to needs and interests of various ages and backgrounds?.....	____%	NA____	U____
5. To what extent are these activities related to educational objectives?.....	____%	NA____	U____
6. To what extent are adequate secretarial-clerical services available to all staff?.....	____%	NA____	U____
7. To what extent are continuing efforts made to reduce the non-teaching, clerical activities of teachers?.....	____%	NA____	U____
8. To what extent are staff members aware of community support services such as G.E.D. testing, social services, etc?.....	____%	NA____	U____

Greatest strengths in these areas:

Greatest problems in these areas:

Other comments:

APPENDIX C

STUDENT APPRAISAL OF

PROGRAM FORM

To: Adult Education Students

From: Illinois Adult Education Evaluation Project Staff

You are being asked to help in a study of adult education programs in Illinois. Your help in this study is most valuable. Only in this way can we make suggestions to improve adult education in Illinois.

No one in the local adult education program will see the answers you write.

Thank you for your assistance.

Illinois Adult Education Evaluation Project

Student Respondent Information

1. Sex:

_____Male

_____Female

2. Age:

_____16-20 _____35-44 _____65 +

_____21-24 _____45-54

_____25-34 _____55-64

3. Racial/Ethnic Origin:

_____White American

_____Black American

_____Mexican American

_____Latin American

_____Other (please specify)

_____

4. Maritial Status:

_____Married _____Divorced

_____Single _____Separated

_____Widowed

5. Number of Children:

_____0 _____4

_____1 _____5-7

_____2 _____8 or more

_____3

6. Employment:

_____employed full time

_____employed part time

_____unemployed

7. Education:

_____Full time (20 hours or more per week)

_____Part time

8. What types of class(es) are you currently taking?

_____English as a Second Language

_____Basic Education (Reading, Math, etc.)

_____Americanization (citizenship)

_____G.E.D.

_____High School Credit

_____Other (please specify)

_____

9. What time of day do you attend classes?

_____Day (before 5:00 p.m.)

_____Evening

_____Both day and evening

10. In what type of facility do you have classes?

_____Public School building

_____Industrial plant, business, hospital, or other employer

_____Church or community organization

_____Other (please specify)

_____

11. Is this your first time in this adult education program?

_____Yes

_____No

12. If not, how many years have you been attending adult education classes?

_____years

13. What were your major reasons for entering an adult education program?

_____To get a job

_____To get a better job

_____To learn English

_____Self-improvement

_____Social

_____To get a high school diploma GED certificate

_____To be able to help children

_____Other (please specify)

_____

14. How did you first learn about the adult education program?

_____From Staff

_____Radio

_____Television

_____Newspaper

_____Friend or neighbor

_____Current or former student

_____Printed announcement (pamphlet, poster, billboard, etc.)

_____Agnecy referral

_____Other (please specify)

_____

15. Name of Program providing classes_____

_____

STUDENT FORM

	YES	NO	DO NOT KNOW
1. Is there a materials or learning center open to students?	____	____	____
2. Is the building a nice place to come to?	____	____	____
3. Is there plenty of safe parking space near the building?	____	____	____
4. Is it easy to get together with other students in the building to visit and talk?	____	____	____
5. Are there enough comfortable chairs and tables?	____	____	____
6. Is the classroom too hot, too cold, or too noisy?	____	____	____
7. Can you freely use materials and equipment in the building?	____	____	____
8. Can you eat meals in the building, if you wish to?	____	____	____
9. Is the place you eat in the building clean?	____	____	____
10. Do you have plenty of time to eat?	____	____	____
11. Are you told about a balanced diet?	____	____	____
12. Are you asked to have a doctor give you a check-up once a year?	____	____	____

		Does Not Apply	Do Not Know
13. How much does the program help you understand the society in which you live?	/ / / / / / (Very Little — Little — Some — Much — Very Much)		
14. How much does the program help you get along and work with other people?	/ / / / / /		
15. How much does the program help you get a job or advance in your present job?	/ / / / / /		
16. How much does the program help you be able to keep on learning?	/ / / / / /		
17. How much do teachers and materials help you work on your own?	/ / / / / /		
18. How much do the books and materials you use show prejudice against certain people (Black Americans, Indians, Mexican Americans, Jews or others) and their beliefs?	/ / / / / /		
19. How much do the books and materials show prejudice against men or women?	/ / / / / /		
20. How much are teachers and materials available for extra help?	/ / / / / /		
21. How much have you been told about public transportation to the building?	/ / / / / /		
22. How much have you been told about social services and tests which might help you?	/ / / / / /		
23. How much has counseling in the program helped you find a job or advance in your present job?	/ / / / / /		
24. How much are you counseled about personal problems you have?	/ / / / / /		

							Does Not Apply	Do Not Know
25. How often are students asked for their ideas about the program?....	/	/	/	/	/	/	_____	_____
	Hardly Ever	Occas-ionly	Some-times	Fre-quently	Almost Always			
26. How often is there a happy, friendly feeling between teachers and students?.....	/	/	/	/	/	/	_____	_____
27. How often are you told how well or poorly you are doing in your studies?.....	/	/	/	/	/	/	_____	_____
28. How often do teachers use different ways to help students learn?.....	/	/	/	/	/	/	_____	_____
29. How often are students helped to set goals that they can reach?....	/	/	/	/	/	/	_____	_____
30. How often do volunteers and tutors help the teachers work with students?.....	/	/	/	/	/	/	_____	_____
31. How often are you asked of your feelings about the program?.....	/	/	/	/	/	/	_____	_____
32. How often are changes made because of what you say about the program?	/	/	/	/	/	/	_____	_____
33. How often are social activities held at the building?.....	/	/	/	/	/	/	_____	_____

Look over the above questions again and give your opinion as to the strong points of the program.

Now give your opinion of the weak points of the program.

APPENDIX D

Criteria for Examining the Role of the Adult and Continuing Education Section of the Illinois Office of Education (ACE/IOE)

		Yes	No	Unknown
1.	Does ACE/IOE have or provide:			
	a. Adequate Technical assistance to local programs?	_____	_____	_____
	b. Workable program recommendations?	_____	_____	_____
	c. Useful coordination with other state agencies?	_____	_____	_____
	d. An adequate rationale for its own program priorities?	_____	_____	_____
	e. Program input to legislation and legislators?	_____	_____	_____
	f. Specific evaluative criteria for local program self-analysis evaluation?	_____	_____	_____
2.	Is ACE/IOE effectively assisting local programs to establish linkages with other adult education programs, manpower, and social service agencies?	_____	_____	_____

		Percentage	Not Applicable	Unknown
3.	To what extent do local program directors feel that ACE/IOE:			
	a. Gives them the direction they need;	____%	NA____	U____
	b. Gives them the program support they need;	____%	NA____	U____
	c. Communicates clearly with them;	____%	NA____	U____
	d. Demonstrates impartiality;	____%	NA____	U____
	e. Facilitates their understanding of policies and procedures to be followed;	____%	NA____	U____
	f. Is tactful in dealing with local staff members;	____%	NA____	U____
	g. Seeks local input into planning and decision making;	____%	NA____	U____
	h. Is readily available for consultation;	____%	NA____	U____
	i. Provides these services in a timely manner?	____%	NA____	U____

4. To what extent is ACE/IOE interpreting and implementing the guidelines and priorities established by USOE and the federal legislation supporting adult education by:

a. Providing at least one public meeting for people to express views; ____% NA____ U____

b. Following priorities for special project and development programs; ____% NA____ U____

c. Having a proportion of women and minorities on advisory committees; ____% NA____ U____

d. Establishing statewide priorities; ____% NA____ U____

e. Meeting criteria for application review panels, and selection of participants for teacher training projects; ____% NA____ U____

f. Using at least 15% of the funds for special projects and teacher training? ____% NA____ U____

APPENDIX E

ASSESSING HOW AN ABE PROGRAM WORKS WITH OTHER SERVICE AGENCIES

1. Is the ABE program (or center) providing educational services to your clients?

2. Do the educational services meet the needs of your clients?

3. Are you or an agency representative involved in the planning process?

4. Is the ABE staff sensitive to needs of your clients?

5. Are there open communication lines between the program administration (administrative staff) with your agency staff?

6. Is there cooperation between ABE administrative staff and your office?

7. Is your agency represented on an advisory council? Would you like it to be?

8. Is your input recognized? How?

APPENDIX F

Instructions to Visitation Team Members

Demographic data and other general information should be studied by each team member before the on-site evaluation. Each team should be familiar with the goals of the project and aware of the mission assignments.

In general most on-site evaluations will start in the late afternoon with the team gathering for dinner to review the general evaluation. In the evening the team will probably want to divide the labor to evaluate the many aspects of the program. Interviews should include teaching staff, support services, groups of students, groups of teachers, and those administrators most directly concerned with the adult education program. The team will probably want to gather again after the evening evaluation to compare notes, clarify information with the program administrator, and plan for the next day's activities. Instruments filled out by students and staff should be thoroughly studied and evaluated.

In the morning, in most cases, the team again will want to divide the labor with part of the team evaluating the agencies that relate with the adult-continuing education program. Another part of the team should evaluate a representative sample of classes in session; another should interview administrators such as the president, superintendent, vice-president, dean, and other administrators directly or indirectly concerned with the adult-continuing education program. Board of education members might also be interviewed during this time. Records, materials, staff development plans and other resource materials merit the team's attention.

The on-site evaluation team's effort should go far beyond the information received in written forms and instruments. The team should consider isolating groups of students, groups of teachers, administrators, community persons, and board members. Each discussion or interview should probe the strengths, opportunities for improvement, weaknesses, and suggestions for improvement for the adult-continuing education program. The team members will want to skillfully and tactfully cross-examine the different groups to clarify and probe statements made by students, teachers, administrators and community persons. Team members should keep probing, discussing, and comparing appraisal profiles and information until they are sure that they know as much as possible about all aspects of the adult-continuing education program.

Notes should be taken and questions asked in an unobtrusive manner. Unobtrusive measures are indicators obtained in such a way that persons are not aware that measures are being gathered. For instance, you may be able to gather evidence by looking through records, documents, materials (see how well worn or how well used), and testing to see how well higher level administrators are informed about the adult-continuing education program.

Each team should plan an exit interview. The time should be set in advance of the team visit to facilitate scheduling by the program administrator. The local program administrator decides who he wants to invite to the exit interview. He may want to be the only one there or he might want to invite teachers, counselors, administrators, or board members. The Illinois Office of Education has also requested to be present at the exit interviews; therefore, the Illinois Office of Education should be notified of the time of your exit interview although Northern Illinois University is not obligated to change the schedule of the evaluation to fit I.O.E.'s needs. The team should meet alone prior to the exit interview to compare notes and plan how the team could place stress on the tentative nature of the information to be presented.

In summary, the team should normally arrive around dinner time, evaluate the first evening activities as previously described, evaluate in the morning, and then shortly after lunch the next day convene to compare notes, and to prepare for the exit evaluation which might be scheduled about two or three in the afternoon depending upon your schedule and the program administrator's schedule and the size of the program.

It is a good idea to call the local program administrator as far in advance of your scheduled visit as possible. The program administrator can help you in many different ways. He/she can schedule appointments with key administrators, agencies in the communities, make reservations in a nearby hotel, and also firm up the schedule for the exit interview. You should also check to see that you will have enough cars there to go to the different satellite centers. If the team is going in one car you should talk to the program administrator and perhaps he/she can arrange additional transportation as needed.

APPENDIX G

STRENGTHS AND WEAKNESSES AS PERCEIVED

BY STUDENTS

(Reproduced as Written)

STRENGTHS AS PERCEIVED BY STUDENTS

Help you to learn by using different methods.

Program is benneficial in preparing yourself whether it be continuing your education or job finding. They also provide transportation and childcare facilities.

I like the small classes I'm able to ask more question, I also like the way the teachers don't mind explaining something over again until you understand.

The school makes you feel more worthwhile after being on A.D.C. More hope for the future.

I have never enjoyed a better place and the teachers are fantastic and always willing to help.

The program only costs 5 bucks to get in here and its close by.

The program let people that have to work a chance to study and become a better citicen.

It bring us up to date in learning. And the teachers are on top of things.

The building won't brake down and it is in a good location for me.

The teachers help and teach you on your own level. And they don't stop when you get your GED. They will help you further. You don't leave teacher and student you leave friend and friend.

I feel that the program helps a great many people because it's set up so that you learn accordingly to your ability and there is no prejudice here.

The teachers here let you know they are not here to win a popularity contest but to educate you as to the best of their abilities.

I feel the program will help me adjust to other people, outside my home life. It is helping me to improve my self in basic education skills, adjust to different types of people. Good effective teachers.

1) There is no over crowdinging 2) you have more freedom they don't treat you like a child in first grade 3) they don't presure you about your work it is up to you.

The program is design for adults that are trying to find better jobs, and I don't thank the school could hav found a better instructor.

It has helped me alot in my education. It has refreshed my memory on all my classes I've had in school, and taught me several new things in all subjects.

I like the transportation system. Studying with other people is a great deal of fun. Teacher is understanding and patience. Always takes time to explain hard points.

I enjoy the program very much. I think more and better books are needed for adult education.

Good teachers, good vibes with faculty some good G.E.D. books.

The program gives a person a second chance, to get that diploma that for some reason he or she missed and in the process you learn some things that you also missed in school.

It helps you in opening up new insights for schooling in the future.

Explanations in book not always easily understood but explanation in class by teacher excellent and very helpful in understanding program.

Should be more communication about bettering the program. Courses offered here are interesting and not offered other places. Fantastic teachers, every one I have had has been genuinely concerned about me as an individual.

It provides education and advancement for people who cannot afford it on their own.

There is a real personal feeling. The school is for the most part a comfortable and enjoyable place to come. Counselors and people who care are available.

Helps people to get their G.E.D.'s, helps some choose a carreer or get further education.

I think it is a wonderful opportunity for people to further their education and regain personal satisfaction.

The individualization enables students to work at their own pace, able to progress, but not under bondage to keep up with the Joneses.

Opportunity to learn. Association.

I think the Adult Education program is one of the best programs offered. I have really been able to better my education however I feel fit. There is a wide variety of classes - you can choose what ever you wish to do. I think it is great.

The teachers let everyone work at his or her own speed. They are very friendly and want to help you all they can. They strive right along with you that will bring out your best. I am very satisfied.

It helps to give you a second chance in life, when you messed it up the first time. It makes you able to respect yourself again and make your life worth living.

I think the program in general is very good, and more over everyone can attend to this school, because it's free for each one who has a green card.

The program has given opportunity for an individual to advance his or her self to a higher level of education that might not have become obtainable in this area.

You can get your High School diploma here. They will help you get a job or go to college(or both). It's a good atmosphere here. You get to meet people your own age.

It has helped me to know myself better and do better for myself.

To help me to learn more to get a better job.

I think the adult nice class is very good. I do much better here than I did in the day school.

The teachers are almost always very friendly. The student are always incouraged to go on and further their education.

In many ways this program have help me and my family because I have gain self confidence in my self which I'll be able to go own and complete what I start to.

I help student who want to further their education. It also help people to get a better job. I have learned things that I never thought I could.

The school show no prejudice of race or color or sex at all.

WEAKNESSES AS PERCEIVED BY STUDENTS

The program is ok but sometimes people don't know of it or have never heard of it. It seems like the testing part of the program is lax - not from here but to get here not enough is being done.

I feel the weakist point is working on your own time. My, myself I need someone constantley over me pushing me. Too work I'll work but me knowing I can do anytime I'll say well I won't do it now I'll do it later. Then when its time for a test I'm not prepared.

Advertising.

The Nursey should have a hot meal in the morning for the kids.

About transportation, eating, asked going to the doctor, asked about our personal problems, told about a balanced diet, etc.

They don't ask us often enough of our opinions concerning the program.

Location of school is not close to public transportation.

The building need more safety wiring and larger day care for children!

It is not advertised enough. I didn't know this program existed until 2 weeks ago.

Not enough funds to hire more teachers and buy supplies. The reason I say this is because we have a waiting list of at least 200 people who are waiting now to get into the program and get an education.

I feel we could accomplish very much to achieve our goals in life, to better ourselves and to function a little better in society. The program has helped me to understand better, and to get along better with others. But there need to be more social workers to come out once a month to talk over the problems the students may be having.

The program does not give ample consideration for family problems and I feel too much time is given on certain subjects and not enough orally or on other subjects.

Some students are not perpared for this class and that makes it hard on the new students.

More teachers are needed.

Bad Parking. Lunch room tables aren't ever clean.

(1) Too darn noisy. (2) Poor transportation for people like me who live in another county.

Teacher could have better materials. Teacher should be checked to see if she qualified to teach.

Too much reliance on the books presents a narrow education. The students may pass certain skills in the book but not be able to handle unfamiliar, but similar ones presented outside of the classroom context.

They (the teachers) don't have enough time to help each student that requires extra help. They also don't tell you anything about the extra services, such as lunch, etc.

There could possibly be some more programs. There could be some more activities. There could be snacks sold for breakfast or lunch. A library is a good idea.

You should have a bus pick the students up.

Your not able to smoke in the building. Instead you have to go outside.

The convienence of the building isn't really the best but no one can fault the teachers nor the janitors for that. Whosoever funds this center is responsible for this poor excuse of a building.

Not enough publishing is given out about these classes. There is such a great need for all workers to get and have all the learning they can get to enable them to do a better job in thaire line of work. Well now you know who I am. A dummy trying to learn more.

We don't have enough of books for the students, and we don't have the proper equipment needed for the class. The building is not kept clean.

Not enough heat, can't write in the books, not enough social activities.

I like this school better cause you can concentrate more and better without interuption. The teachers are nicer, and spend more time. It is better than high school!

There are too many forms to sign, it's a bit noisy sometimes, and since there are quite a few people in the class it is sometimes hard for the teachers to get to all the people.

I think we need more textbooks that we can take home.

The place is too far from where I live.

The people who are finishing some parts of the public school building are always finding some kind of complaint about us. We can't smoke on grounds. We can't eat in teachers cafateria section. We can't do this, we can't do that, don't they know that we are adults, not high school students they can smoke on grounds and anything else they want to do.

The food is terrible and I think the other teacher's in the building resent us being here.

They need more ways to let other people to know about the program.

The weak points are we need more black books about black history and other groups of people.

It doesn't have a library.

Not enough equipment available for actual use in classroom. Not enough on the job training.

Should be some sort of job placement at the end of your enrollment if you are qualified for a job.

If you are a couple of years behind they should have tutors!

We could use a library.

CETA needs a good kick sometimes to get them in gear.

I don't think that enough emphasis is put on the welding class, and that some type of job placement would be helpful. I am ready to graduate and think that this program is very helpful in furthering the learning process.

Chairs very uncomfortable. Desks too high. Should be more pysc. courses and child development.